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ABSTRACT

In 1982, a committee was formed to review, evaluate, and adjust the liberal arts core curriculum of Hilbert College in New York State. After completing its initial review, the committee concluded that, while there was a general appreciation within the college community for the current liberal arts core, a sufficient integration of the various components was lacking. A proposal was drafted to redesign the curriculum to provide students with: (1) a sound command of college-level liberal arts skills; (2) a breadth of exposure to the various liberal arts disciplines through a liberal arts distribution component; and (3) a capstone experience provided through one of 11 new interdisciplinary core courses. The curriculum proposal and a 2-year plan for implementation met with administrative and faculty approval. While the first two components of the core curriculum required only minor adjustments in existing programs, the development of the new interdisciplinary core courses involved the solicitation of faculty-generated course proposals, the provision of summer stipends or release time to faculty for course development, and the opportunity for faculty to enroll in graduate courses or attend conferences or workshops. Implementation also included faculty development workshops and guest lectures to prepare instructors to teach the new courses and the building of a supportive library of instructional materials. Student evaluations and faculty self-evaluations conducted for the first time in spring 1987 were highly favorable. Appendixes include course descriptions, conference programs, conference and student evaluation forms, and course outlines. (JMC)

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HILBERT COLLEGE
5200 South Park Avenue
Hamburg, New York 14075

GRANT NUMBER: G008642164

Project Starting: September 15, 1986
Ending Date: September 14, 1988
Number of Months: 24

Project Director:
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Fund Program Officer: Thomas Carroll

Grant Award: Year I - $13,466
Year II - $16,650
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SUMMARY OF PROJECT

The Hilbert College FIPSE project involved the implementation of a previous developed and approved Core Curriculum. The already substantial Liberal Arts core was redesigned to provide students with a sound command of college level liberal skills, a breadth of understanding and exposure to the various liberal arts disciplines though a liberal arts distribution component and a capstone, integrative experience provided through one of a slate of eleven new interdisciplinary core courses. Implementation included the development of core courses, faculty development to prepare faculty to teach the new courses, and the building of a supportive text and audio visual library. To those ends, and with the financial support of FIPSE the college offered participating faculty, summer stipends and/or release time to develop courses, as well as opportunity to enroll in appropriate graduate courses, and to attend conferences and workshops. The college also hosted several faculty development workshops.

To introduce the interdisciplinary component into newly developed Core courses and to assist faculty in their own preparation to teach such courses, the college relied heavily on guest lecturers both in-house, from across the disciplines, and from the larger academic and professional community. By the completion of the project, Hilbert had developed a sufficient number of core courses to maintian the Core curriculum as an integral part of all college academic programs.

Joan M. Crouse, Ph.D.
Chair, Core Curriculum Committee
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Hamburg, New York

A separately prepared booklet "Hilbert College Core Curriculum" describes the project in greater detail and is available through the College.

EXECUTIVE SUMMARY

Project Title: Core Curriculum Project
Grantee Organization: Hilbert College
5200 South Park Avenue
Hamburg, New York 14075
Project Director: Joan M. Crouse, Ph.D.
(716)649-7900

A. PROJECT OVERVIEW

The Hilbert College FIPSE Project involved the implementation of a Core Curriculum Program. With the financial assistance of FIPSE, the Curriculum Committee oversaw the development and placement of thirteen new core courses, as well as the attendent faculty development and library acquisitions to support these courses.

B. PURPOSE

After a careful review of the exisitng liberal arts core by both the administration and the specially established Core Curriculum Committee, a Core Curriculum was designed to provide integration and cohesion in an already substantial general education component. Since the College had engaged in extensive evaluation of the curriculum before developing the Core Curriculum, there was little need to redefine either the problem or the project during the implementation process.

C. BACKGROUND AND ORIGINS

Hilbert is a private, two-year, co-educational college chartered by the Regents of the University of the State of New York and accredited by the Middle States Association of Schools and Colleges. Hilbert is authorized to offer two-year degree programs leading to the Associate in Arts (AA), Associate in Science (AS), and the Associate in Applied Science (AAS) degrees, as well as select certificate programs.

From its inception in 1957, Hilbert has maintained a strong commitment to the Liberal Arts. Yet Hilbert has not become complacent. The College continues to review, evaluate, and adjust the Liberal Arts component to serve its students. In September 1982 a Core Curriculum Committee was established and charged with the task of reviewing, evaluating and adjusting the Liberal Arts Core. Committe members drawn from the Liberal Arts and Business divisions, senior and junior faculty, and administration held bi-monthly meetings, reviewed the literature, conducted extensive interviews with members of the College community, and deliberated on how best to incorporate this input into the curriculum.

After completing its comprehensive review, the Committe concluded that, while there was a general appreciation among the College community for the current Liberal Arts Core, a sufficient integration of the various components within the Liberal Arts was lacking. A proposal drafted to address these needs divided the Liberal Arts requirements into three areas: Basic Skills - to assist students to acquire the intellectual skills and practical

competencies essential for the successful completion of their college and post-graduate careers (specifically, college writing, critical reading and mathematics); Liberal Arts Distribution Component - to provide students with a broadly based Liberal Arts experience, exposing them to a variety of academic disciplines with their unique perspectives and methodologies in the Humanities, Social Sciences, Sciences, Mathematics, Philosophy/Religious Studies; and the Core Course - to provide students with an interdisciplinary, integrative learning experience. All day division students would be required to complete these three requirements for graduation. The Core Curriculum proposal and a two year plan for implementation met with administrative and facutly approval and was incorporated into the curriculum in Fall 1985. The relative ease with which the Core Curriculum was endorsed is attributed to the open lines of communication maintained by the Core Curriculum Committee with the College community and the staunch support given by the administration for the project from its inception.

D. PROJECT DESCRIPTION

The first two components of the Core Curriculum required only minor adjustments in existing programs. The major innovation of the Core project was the introduction of Core Courses. As of Fall 1985 all day-division students were required to complete one Core Course from a variety offered each semester. As the Core Course is intended to be a capstone experience, a prerequisite of 30 hours of college credit or sophomore status has been established for all such courses. The prerequisite allowed the College one year to prepare a sufficient numbers of courses to accommodate the Fall 1986/Spring 1987 sophomore class.

To encourage faculty ownership of and participation in the Core Curriculum, it was decided to solicit faculty-generated course proposals. Proposals were submitted to the Core Curriculum Committee where they were reviewed for consistency with the criteria established for these courses. The proposals were then forwarded to the Curriculum Committee for final approval. Those faculty whose courses were approved were given the option of a one-course release time or a summer stipend of $500 for the development of the course. In this manner thirteen Core Courses had been developed. This store of courses allows for a rich variety of choice for students. Additional courses will be added as need arises or as faculty proposals are received and approved.

Core courses are intended to provide students with direct experiences in interdisciplinary or integrative study. Thus far two types of Core Courses have been designed: 1) Teacher led courses in which one instructor integrates content materials from a number of disciplines under a general connective theme, and 2) Team taught courses in which instructors from two (or more) disciplines cooperate in the instruction of the Core Course that combines their fields of expertise under a general theme.

To provide faculty with the necessary training to develop and teach the new Core Courses the College offered faculty workshops

on Interdisciplinary Studies, Writing Across the Curriculum and Critical Thinking. The College also sent faculty to appropriate conferences, and offered graduate tuition reimbursement. Perhaps the most productive method of faculty development has been through the use of guest lecturers. While faculty prepared themselves to teach components of their course which challenged them to expand beyond their prior training, we have relied on guest lecturers to supplement those components/units. While these lectures were primarily intended to enrich the interdisciplinary learning experience of students, they also have provided valuable instruction for faculty who will be assuming future instruction of these units. In those areas where faculty from other areas had the necessary expertise, they were employed as "in-house" guests. For those areas in which our own faculty could not be of assistance Hilbert employed senior faculty from area colleges and universities as well as the larger professional community. The use of guest lecturers has provided students with the desired interdisciplinary exposure and exercise in critical thinking, while at the same time has contributed to the intellectual stimulation and cross-disciplinary cooperation of the faculty.

FIPSE funding has made possible the necessary expansion of the library book collection, as well as the acquisition of a substantial video collection to support the new Core Courses. These resources will continue to grow with institutional funding.

E. PROJECT FUNDING

Now that the College has developed a sufficient number of Core Courses to meet the needs of our students, has trained participating faculty in the methods and content of Core Courses, and has acquired a supportive library and audio-visual collection, the Core Curriculum will continue as a major factor in the overall curriculum at Hilbert.

To share our experience with colleagues at other two-year colleges, Hilbert sent faculty to participate in appropriate conferences/workshops to describe the Core Curriculum. The College has also co-sponsored with FIPSE the Conference on General Education and the Two-Year College, April 22-23, 1988. Conference papers have been solicited by ERIC Clearing House for Junior Colleges for inclusion in their system.

F. EVALUATION

New tools of course evaluation have been designed and were first applied in Spring 1987. These include student evaluation forms and faculty self-evaluation models. An independent evaluation of the overall program has been completed by Dr. George Levine, SUNY at Buffalo. All evaluations thus far have been highly favorable.

G. SUMMARY AND CONCLUSION

The project has proven to be a positive experience for all persons involved - administrators, faculty and students. All participants became learners. All shared their expertise, understanding, and intellectual curiosity.

A. PROJECT OVERVIEW

The Hilbert College FIPSE Project involved the implementation of a previously developed and approved Core Curriculum. The Core Curriculum came about as part of the ongoing evaluation of the Liberal Arts curriculum that takes place at Hilbert. With the financial assistance of FIPSE, the Core Curriculum Committee oversaw the development and placement of eleven new core courses, as well as the attendant faculty development and library acquisitions to support the courses.

B. PURPOSE

After a careful review of the existing Liberal Arts Core by both the administration and the specially established Core Curriculum Committee, the problem of the curriculum that the project was designed to address was a lack of integration and cohesion in an already substantial general education component. Since the college had engaged in an extensive evaluation of the curriculum before developing the Core Curriculum and the Core Curriculum Committee had taken the entire College committee into the process through interviews with administration, staff, faculty, and students, there was little need to redefine either the problem or the project during the implementation process.

C. BACKGROUND AND ORIGINS

Hilbert College is a private, two-year, co-educational institution of higher learning located in the Town of Hamburg, New York, south of Buffalo. Founded in 1957, chartered by the Regents of the University of the State of New York, and accredited by the Middle States Association, Hilbert is governed by a Board of

Trustees. Hilbert College is authorized to offer two-year degree programs leading to the Associate in Arts (AA), Associate in Science (AS), and the Associate in Applied Science (AAS) degrees, as well as select certificate programs.

The mission of Hilbert College is to provide two-year programs of study and supportive services for students whose diverse needs are best met in a small college setting. The variety of learning opportunities, rooted in the Liberal Arts, is adapted to personal, educational, and career aspirations. Hilbert has responded to the need for career specialization programs by offering new curricula (e.g., Accounting, Legal Assistant, Data Processing, and Word Information Processing) which have a business orientation but continue to maintain the strong Liberal Arts component characteristic of Hilbert's program offerings. This response has resulted in the adaptation of the College's mission (i.e., applied Liberal Arts), with emphases determined by expected student needs.

From its inception in 1957, Hilbert College has maintained a strong commitment to the Liberal Arts. While specialized "career programs" have been incorporated into the curriculum, Liberal Arts course requirements were conscientiously built in, and they have continued to account for fully fifty percent or better of each program. Even with this tradition, Hilbert has not become complacent. The College continues to review, evaluate, and adjust the Liberal Arts component to serve its students.

Within the last five years, evaluation has focused on the concept of a Core Curriculum. In 1979 a senior faculty member and now Dean of Liberal Arts and Professor of English, Jocelyn Hughes, received a National Endowment for the Humanities Fellowship to

attend a seminar at St. Joseph's College (Rensselaer, Indiana) on the Core Curriculum. Her experience inspired a College-wide interest in the Core. In 1981 Hilbert employed the services of George Levine, Professor of English, State University of New York at Buffalo, to assess the current Liberal Arts curriculum. Pursuant to his recommendation, and confirming the institution's commitment to the concept of Core, a Core Curriculum Committee was established in September, 1982, and charged to conduct its own internal review and evaluation of the Liberal Arts Core at Hilbert. Committee members were drawn from the Liberal Arts and Business divisions, senior and junior faculty, and administration. The Committee held bi-monthly meetings, reviewed the literature, conducted extensive interviews with members of the College community (e.g., appropriate staff members including the Library Director, admissions and placement counselors, program coordinators, administration, faculty, and students), and deliberated on how best to incorporate this input into the curriculum. The Committee also organized an in-house faculty workshop on "Interdisciplinary Studies," employing senior faculty from Monroe Community College and Niagara University as consultants, and it spearheaded a "Writing Across the Curriculum" workshop for Hilbert faculty.

After completing its comprehensive review of the curriculum, the Core Curriculum Committee concluded that, while there was a general appreciation among the College community for the current Liberal Arts Core, a sufficient integration of the various components within the Liberal Arts was lacking. A proposal drafted to address these needs divided the Liberal Arts requirements into three general areas, each with its own specific

objectives: Basic Skills -- to assist students to acquire the intellectual skills and practical competencies essential for the successful completion of their college and post-graduate careers (specifically, mathematics, college writing, and critical reading); the Liberal Arts Distribution Component -- to provide students with a broadly-based Liberal Arts experience, exposing them to a variety of academic disciplines with their unique perspectives and methodologies in the Humanities, Social Sciences, Sciences, Mathematics, Religious Studies and/or Philosophy (hours variable according to program); and the Core Course -- to provide students with an interdisciplinary, integrative learning experience. All day division students would be required to complete these three components for graduation.

The Core Curriculum proposal, along with specific suggestions to program coordinators to continue to evaluate the Liberal Arts distribution requirements and to assess the content of introductory courses, met with administrative and faculty approval and was incorporated into the curriculum in Fall, 1985. The relative ease with which the Core was endorsed is attributed to the open lines of communication maintained by Hilbert's Core Curriculum Committee with the College community and the staunch administrative support given the project from its inception. The Committee shared the project with the faculty and administration and encouraged the entire College community to take ownership of the project through constant dialogue. As described in the Hilbert College catalog:

> The purpose of the Liberal Arts Core Curriculum is to develop the habits of thought, methods of critical investigation,and ethical perspectives that will enable students to make reasoned judgments and increase their capacity for leading fuller lives. By studying the various Liberal Arts disciplines, students should achieve a greater

awareness of their cultural and social identity. This awareness involves an understanding of how they share certain experiences and ethical concerns which have been common to man throughout history, of how they can participate as social beings in social institutions, and of how the quality of life has been enhanced through the sciences and the arts. Another function of the Liberal Arts, no less important, is to cultivate the intellectual skills and practical competencies that will allow students to perform successfully in their chosen careers. Implicit in all these aims is the idea that students will appreciate the value of a liberal education and be motivated to continue the learning process throughout their lives.

In addition to these general goals, courses available in the Liberal Arts Core Curriculum are intended to help students accomplish the following specific educational objectives:

.To develop effective communication skills, which include competence in written and oral expression, and the ability to read critically, listen perceptively, and use basic research tools and methods.

.To develop their mathematical skills and capacity for logical reasoning and to help them appreciate the relevance of mathematics as a useful tool in daily life as well as related academic disciplines.

.To understand the principles governing the natural and physical dimensions of their world, along with the role of scientific method and research, so that they may better comprehend humankind's relation to nature and cope with the accelerating scientific influence upon their lives.

.To develop a critical appreciation of some of the outstanding literary and artistic achievements of the modern era.

.To develop an awareness of and an appreciation for the historical dimension and its effect upon their lives and times so that they can better understand how history has shaped humanity and how humanity continues to shape history.

.To develop an awareness of the way in which psychological and social forces affect personality and behavior.

.To develop an understanding of the various forces that affect the economic environment and of the analytical skills used in economic decision making.

.To develop the ability to examine personal choices, religious beliefs, and ethical dilemmas in a rational, systematic manner as well as relate them to a broader philosophical or moral context.

.To develop a holistic view of knowledge by stressing its interdisciplinary nature.

All students enrolled primarily in Day Division courses must fulfill the following graduation requirements:

1. Basic Skills courses (9 credit hours)
   English 101 College Writing
   English 102 Introduction to Literature
   Mathematics course

2. Liberal Arts distribution (credit hours variable according to program)

3. Interdisciplinary Core Course (by advisement).
   (College Catalog, 1987-88, pp. 35-36.)

Implementing the Core Curriculum

The Core Curriculum Committee drew up a two-year plan to implement the Core Curriculum. To finance the project, a grant proposal was submitted to the U.S. Department of Education, Fund for the Improvement of Post-Secondary Education (FIPSE). With the resulting grant and matching funds from the College, implementation of the Core Curriculum began in Fall, 1985.

D. PROJECT DESCRIPTION

The first two components of the Core Curriculum required only minor adjustments in existing programs. These adjustments were completed in Fall, 1985. The major innovation of the Core project was the introduction of Core Courses. As of Fall, 1985, all day-division students were required to complete one Core Course from a variety offered each semester. As the Core Course is intended to be a capstone experience that in many cases may rely on previous exposure to a variety of different disciplines, a prerequisite of 30 hours of college credits or sophomore status has been established for all Core Courses. The

prerequisite allowed the College one year to prepare a sufficient number of courses to accommodate the Fall 1986/Spring 1987 sophomore class. Preparation consisted of revising existing courses and incorporating successful experimental courses from the previous academic year into the schedule.

Placement of Core Courses

A problem particular to a two-year institution is the limited number of hours available in tightly constructed individual programs. At Hilbert College, at least 32 of the 64 hours required for the associate's degree in all programs had been reserved for the Liberal Arts. These hours were divided into distribution requirements. Any changes in the Liberal Arts Core would by necessity have to come from these 32 hours. So as not to disturb the distribution that was already carefully balanced in each program, it was decided to give each Core Course a traditional disciplinary heading and to allow the successful completion of that course to meet two requirements: i.e., the Core requirement and the distribution requirement. A Core Course designated as a Philosophy course could, for example, meet both the Core requirement and the Philosophy/Religious Studies requirement.

Core Course Designs

Core Courses are intended to provide students with direct experiences in interdisciplinary or integrative study. This may be accomplished in a variety of ways. Both of the following designs have been used thus far to satisfy the Core

requirement.

a. Teacher-led, interdisciplinary course - This type of Core Course is taught by one instructor who integrates content material from a number of disciplines under a general connective theme. For example, in "The Concept of the Hero in Literature" course, the instructor is free to choose which disciplines are to be represented and how they will be taught. The instructor may also choose to teach each discipline himself/herself or to serve as a host or coordinator for invited on- or off-campus guests. The course must maintain academic legitimacy in that the instructor and/or guests must be qualified to address the various disciplines represented therein. Reading and writing assignments, tests and grading, are the responsibility of the host instructor.

b. Team-taught, interdisciplinary course - Instructors from two (or more) disciplines cooperate in the instruction of a Core Course that combines their fields of expertise under a general theme. For example, in the courses "Existentialism: Literary and Philosophical Perspectives" and "Political Thought and History in Modern Europe", the integration taking place is of two or more disciplines. Reading and writing assignments, tests, and grading are the shared responsibility of the faculty involved.

All courses developed for use in the Core Curriculum

must meet the Core Curriculum Criteria, be reviewed by the Core Curriculum Committee, and be approved through normal channels by the Curriculum Committee--a College committee chaired by the Vice President for Academic Affairs.

Criteria for Core Courses

To assure continuity among Core Courses, the academic legitimacy of such courses, and their consistency with previously stated Core goals and objectives, the following criteria have been established:

1. Core Courses should bring together a minimum of two disciplines, and possibly more, to provide an interdisciplinary experience.
2. Core Courses should involve the teaching methodologies and research techniques of the disciplines represented in the course.
3. Core Courses should offer reading lists that adequately reflect the two or more disciplines represented in each course.
4. Core Courses should provide an integrative experience, i.e., the separate disciplines should be blended together by an interactive process rather than having faculty present isolated units that are not made to relate explicitly to other units of course work.
5. Core Courses should reflect in assignments for written work (paper, tests, etc.) as many disciplines as are represented in each course to insure that no aspect of the course is neglected whether accidentally or intentionally by students.

6. Core Courses should emphasize problem-solving, critical thinking, and values clarification with respect to the disciplines represented in the course.
7. Core Courses should address specific problems or ask provocative questions as part of a theme that bridges the disciplines involved in each particular course.

Finally, proposed Core Courses should also share those characteristics commonly associated with approved courses at Hilbert College: a close teacher/student relationship; a substantial reading list; a variety of effective teaching methods, including student-led discussion (for seminar-structured courses); a strategy to encourage self-initiative and responsibility on the part of students; and an effort to assist students in developing the ability to form independent judgments, to weigh values, and to understand fundamental theory. (See Appendix II for catalog descriptions of Core Courses in place as of September, 1988,and Appendix IX for sample course guideline.)

Course Development

To encourage faculty ownership of and participation in the Core Curriculum, it was decided to solicit voluntary faculty-generated course proposals. The Core Curriculum Committee began the process by offering proposals drawn by Committee members from previous experience. Prior to this time a number of experimental, interdisciplinary courses had been offered.

To oversee the development of new Core Courses and the administration of the FIPSE grant, a Project Staff composed

of Core Curriculum Committee members and all faculty involved in developing and/or teaching Core Courses was established. At present, the Project Staff meets periodically to share ideas and assist each other in developing Core Courses.

Course proposals were submitted to the Core Curriculum Committee where they were reviewed for consistency with the criteria established for Core Courses. The proposals were then forwarded, according to College policy, to the Curriculum Committee for final approval. Those faculty whose courses were approved were given the choice of a one-course release time for one semester or a summer stipend of $500 to develop their courses. Funding was made possible through the FIPSE grant.

In this manner eleven Core Courses have been developed thus far. Some courses are revisions of existing courses; others are completely new. This store of Core Courses allows for a rich variety of choices for students. Additional courses will be added as needs arise or faculty proposals are received and approved.

Faculty Development

As with many two-year colleges, curriculum revisions must take place within certain constraints. The Hilbert Core Curriculum called for the development of a slate of new interdisciplinary courses, often challenging the expertise and/or training of the faculty and requiring new methodologies of teaching; yet, budgetary constraints precluded the expansion of the faculty. Thus the project required extensive faculty development. This was dealt with

in a number of ways.

a. Faculty workshops - The Core Curriculum Committee organized an in-house faculty workshop on "Interdisciplinary Studies", employing senior faculty from Monroe Community College and Niagara University as consultants, and it spearheaded a "Writing Across the Curriculum" workshop for Hilbert faculty. The Committee also, with FIPSE funding, co-sponsored with the Lecture Series and the Faculty Development Committee, a workshop on critical thinking conducted by Professor Robert Pope, SUNY at Buffalo.

b. Conference attendance - Again using FIPSE funding, Hilbert was able to send interested faculty to conferences and workshops devoted to appropriate pedagogy and/or discipline specific content, thereby expanding their expertise for teaching Core Courses.

c. Graduate tuition - Funds were made available for faculty to enroll in appropriate graduate courses.

d. Guest lecturers - Perhaps the most productive method of faculty development has been through the use of guest lecturers. While faculty prepared themselves to teach components of their courses which challenged them to extend their previous training, we have relied on guest lecturers to supplement those components/units. While these lectures were intended primarily to enrich the interdisciplinary learning experience of students,

they have also provided valuable instruction for the faculty who will be assuming the teaching of such units in the future.

Guest Lecturers

As previously observed, the College has relied on guest lecturers, both in-house and from the outside community, to contribute to the essential interdisciplinary elements of these courses. In those areas where faculty from other disciplines had the necessary expertise, they were employed as "in-house" guest lecturers. For example, in a literature course that required a lecture on the historical context of a particular piece of literature, a history professor would offer a guest lecture. For those areas in which our faculty could not provide the expertise, Hilbert employed senior faculty from area colleges/universities to provide "outside" guest lectures. For example, if a history Core Course were to incorporate units on the arts, the instructor might invite a faculty member from the Art History Department at SUNY at Buffalo to teach that unit. In consequence then, Hilbert has employed faculty from Canisius College, Daemen College, and SUNY at Buffalo to teach in Core Courses. Outside lecturers were also invited from the larger community including clergy, social workers, and businessmen. For example, to supplement a unit on totalitarian regimes, a survivor of the holocaust was invited to speak in the Political Thought and History of Modern Europe.

When appropriate, invitations have been extended to faculty and students to attend lectures given by outside

speakers. At times whole classes have been combined to hear a lecture appropriate to both disciplines. Some lectures which have had even broader appeal have been open to the entire College community. At times Core Course lectures have been combined with the College Lecture Series and offered not only to the College community but to the larger Western New York community.

The use of in-class guest lecturers has provided students with the desired interdisciplinary exposure and exercise in critical thinking, while at the same time has contributed to the intellectual stimulation and cross-disciplinary cooperation of the faculty. The positive opinion of Hilbert carried away by the guests has also further enhanced the reputation of the College.

The Lecture Series

As part of the curriculum revision suggested by Dr. Levine, the College introduced a Lecture Series in 1983. While the Series runs independently of the Core Curriculum, lectures are designed to coordinate with Core Course needs and are often scheduled to coincide with particular courses, thus serving individual Core Course needs, as well as those of the larger College community.

The Lecture Series, under the coordination of Associate Professor Charles A. S. Ernst, sponsors presentations (1) on broad of interdisciplinary scope to promote Core Curriculum integration and (2) on more narrowly focused topics, both practical and theoretical, to support the growth and development of academic programs, students, and personnel at

the College. Lectures in the first category are free and open to all segments of the Hilbert community and the public at large, while lectures in the second category are conducted as in-house presentations for Hilbert faculty and administration. To date, thirty lectures have been given under Series sponsorship, each one jointly funded by sources representing faculty (the Faculty Development Committee), administration (the Office of the Vice President for Academic Affairs), and students (the Student Government Association), while two Spring 1988 presentations have received additional funding from a Vocational Education Act grant, with one of the presentations further aided by support from the FIPSE grant. Almost all lectures have drawn on local talent--academic and professional--in the Western New York area. Since Fall, 1984, the Lecture Series has scheduled presentations open to the public to coincide with the class periods of relevant courses to encourage student involvement and integration with academic course work in agreement with voluntarily participating faculty. In Spring, 1985, administrative and faculty approval of the newly developed Liberal Arts Core Curriculum Model included reaffirmation of the Lecture Series as an adjunct to Core Curriculum integration. The history of the Lecture Series program, from 1982 to the present, attests to the concerted efforts of administration, faculty, and students to develop, in a spirit of cooperation, a long-range educational plan with the Lecture Series as a significant component of an integrated Liberal Arts Core Curriculum to insure a quality education for Hilbert students and to maximize the program's

effectiveness as a source of academic enrichment for Hilbert personnel, students, and the surrounding community. (See Appendix III for a list of Lecture Series speakers and topics.)

Library Acquisitions

FIPSE funding has made possible the expansion of the library book collection, as well as the acquisition of a substantial video collection to support the new Core Courses. These resources will continue to grow with institutional funding.

E. Project Results

As a result of our project, the Core Curriculum is now fully implemented and will remain part of the Hilbert curriculum where it will be continually evaluated, revised, and refurbished as student needs demand. Ultimately, the project has served the entire College community. Students are receiving the intellectual challenge and broad-based liberal education anticipated, faculty have felt the rewards of intellectual stimulation and expanded expertise and pedagogy, and a genuine sharing has taken place across the curriculum. Beyond the College, Hilbert has shared its experiences with others through correspondence and conferences, and it is hoped that our experience will in this way have a wider impact.

Dissemination

To share our experience with colleagues at other

two-year colleges, Hilbert has sent faculty to participate in appropriate conferences/workshops to describe the Core Curriculum. Rev. Dr. Bernard Olszewski presented such a paper at the LaGuardia Community College Conference on the Core Curriculum in February, 1987, and Joan Crouse offered a similar presentation at the annual FIPSE Project Director's meeting in November, 1987.

The College also co-sponsored with FIPSE the Conference on General Education and the Two-Year College, April 22-23, 1988. This two-day conference brought together forty-three colleagues (fourteen from Hilbert) from two-year and four-year colleges and universities from Massachusetts to Alabama to share their experiences in general education. Hilbert faculty and administration highlighted the Core Curriculum and our Core Courses through their presentations. It is planned to compile a booklet of all papers to further disseminate the results of the conference. (See Appendix IV & V for conference program and participants Evaluations)

Conference papers have also been solicited by ERIC Clearing House for Junior Colleges for inclusion in their system, Hilbert's Core Curriculum has been submitted. The paper delivered by Joanne Reitano, LaGuardia Community College, will be appearing in an upcoming issue of the CCHA publication.

F. EVALUATION

New tools of course evaluation have been designed and were first applied in Spring, 1987. These include student evaluation forms and faculty self-evaluation models. An

independent evaluation of the overall program has been completed by Dr. George Levine, SUNY at Buffalo. (See Appendix X)

Student evaluations - The student evaluation form was designed to measure how well the Core Curriculum is meeting its goals/objectives from the student's perspective. Questions were thus designed to target each specific goal, i.e., critical thinking, integration of two or more disciplines, etc. Each section includes quantitative and subjective measurements.

Overall student response on the evaluations, in meetings between the Core Curriculum Committee and students and ir informal conversations, has been overwhelmingly positive and rewarding for the efforts put into the development and teaching of the courses. Where criticisms are lodged, they are discussed by the Committee and forwarded to the Deans for consideration. (See Appendix VI for evaluation form and sample responses, Appendix VII for statistical results and narrative of student response)

Faculty self-evaluations - An instrument was designed to allow faculty the opportunity to articulate their strengths and difficulties in teaching Core Courses. The form is completely subjective and encourages reflection on methodology, course objectives and feasibility, and possible areas of change. These evaluations are shared with the Core Curriculum Committee after which a Project Staff meeting is held to compare experiences and anticipate any problem areas. A

list of "do's" and "dont's" for interdisciplinary teaching is being prepared from the discussions of the last meeting. (See Appendix VII sample evaluation form.)

Administrative evaluation - As the Core Curriculum is incorporated into the overall College curriculum, the administration will assume the responsibility of monitoring the integrity of Core Courses, i.e., assuring that while normal growth and change are encouraged, the original intent of the course and consistency with Core Course criteria will be maintained. Core Courses will be evaluated in accordance with customary College procedure.

Plans for Continuation

Now that the College has developed a sufficient number of Core Courses to meet the needs of our students, has trained participating faculty in the methods and content of Core Courses, and has acquired a supportive library and A/V collection, the Core Curriculum will continue as a major factor in the overall curriculum at Hilbert.

G. Summary and Conclusions

The project proved to be a positive experience for all persons involved--administrators, faculty, and students. All participants became learners. All shared their expertise, understanding, and intellectual curiosity. Administrators not only gave their support to the project but also participated as Core Course teachers and guest lecturers.

The Vice President for Academic Affairs team-taught a course with a philosophy professor, the Executive Vice President for Development and the Dean of Liberal Arts guest lectured in several courses, and the Dean of the Business Division developed and taught a Core Course for business students. This experience not only kept the administrators closely involved in the Core Curriculum, but it also gave some an opportunity to once again use their academic training in the classroom. The administration also supported and attended the various workshops and conferences presented by the Core Curriculum Committee. Faculty from across the disciplines came to a better appreciation of their colleagues as they worked together in the classroom. Much of the learning taking place in the classroom came from the spontaneous exchange between teachers. Those teachers who guest lectured had the opportunity to be part of the Core Curriculum and to use their expertise in new and innovative ways when applied to courses outside their traditional disciplines. Team-teachers and teacher hosts were able to work more closely with each other as they developed and taught courses together. Not only were they able to share their content materials, but they also were able to learn different teaching and grading techniques from each other. Developing core courses gave faculty the opportunity to explore and develop areas of personal interest that had not previously been applicable to their teaching schedule. An interest in the cinema, for example, could be developed into a course emphasizing film as a medium to study literature, history, and psychology. In another instance a personal appreciation

of American Art and Music was used to enrich a Core Course in American literature.

Student evaluations and informal comments clearly indicate their appreciation of the Core Course. Students were stimulated by the academic challenge of the Core Course and by participating in the exchange between faculty and class. Students commented consistently upon the use of critical thinking demanded by the course and the need to integrate both the content and perspective of the various disciplines employed. Almost without exception, students met these challenges and appreciated the experiences. Some students chose to complete two and even three Core Courses.

To those who may now be engaged in a review of their general education curriculum and are contemplating developing a Core Curriculum, we offer the following suggestions. Share ownership in the project from the beginning. Encourage administration, faculty, staff, and student input and then use it in preparing the final project model. Do not be hesitant about challenging students. More often than not, weak students as well as stronger students will appreciate being challenged to meet the demands of an upper-level course. They also seem to appreciate being involved in new innovative courses, where they know the instructors are learning along with them. While our students did comment on the rigor of the courses, they generally did not complain about it. In two-year schools there is the temptation to dilute course content to meet the "level" of the student. Education, as we know, should instead aim to raise the level of the student. Courses such as these do just that.

APPENDICES

I. Core Curriculum Committee Membership

II. Core Course Description and Categorizations

III. List of Lecture Series Lectures

IV. Conference Program

V. Conference Evaluation Form and Results

VI. Student Evaluation Form with Sample Responses

VII. Student Evaluation Results with Narrative

VIII. Faculty Self-Evaluation Form with Sample Responses

IX. Sample Course Outlines

X. Evaluation

XI. Comments to FIPSE

APPENDIX I

CORE CURRICULUM COMMITTEE MEMBERSHIP

CORE CURRICULUM COMMITTEE MEMBERSHIP

CHAIR

Joan M. Crouse, Associate Professor of History; BA, MA, Ph D, State University of New York at Buffalo; Fulbright Scholar

PRESENT MEMBERSHIP

Sandra Augustine, CPA, Instructor, Accounting; BA, Canisius College

Charles Ernst, Associate Professor, English; BA, Muhlenberg College; MA, Ph.D. pending, University of Pennsylvania; Woodrow Wilson Fellow and Rhodes Scholar semi-finalist.

Kathleen Hennessy, Instructor, Secretarial Science; AAS, Hilbert College; BS, Canisius College; MS Ed, Canisius College

Rev. Dr. Bernard Olszewski, OFM Conv., Assistant Professor, Philosophy, Campus Minister; BA, St. Hyacinth College & Seminary; JCD, Pontificia Universita Gregoriana

Judith Slon, Professor, Biology; BS, State University College of New York at Buffalo; MST Cornell University; BSN, RN, D'Youville College

PAST MEMBERS

Irene Cuddihy, Dean, Division of Business/Economics, Assistant Professor, Accounting; BA, Quincy College; MS, State University College of New York at Buffalo

Jocelyn Hughes, Dean, Division of Liberal Arts, Professor, English; BA, MA, State University of New York at Buffalo

APPENDIX II

CORE COURSE DESCRIPTION AND CATEGORIZATIONS

CORE COURSES

BI 250 - SCIENCE AND ITS SOCIAL IMPACT (J. SLON)

The focus of this course will be upon the various ways that human thought and society have been influenced by scientific discovery. As examples of scientific research with far-reaching social consequences, the following topics will be studied: the challenge to Church authority by Galileo's 16th century observations in astronomy; the influence exerted by Charles Darwin's Origin of Species upon the concept of Social Darwinism and the current evolution vs. creationism debate; the social impact of the plagues of the past and AIDS today as they are bound together by the results of research on microorganisms and immunology; and the arms race and peace movement, which reflect the deep psychological, moral, and ethical impact on society created by nuclear energy research.

BUS 240 BUSINESS ETHICS (J. MEINDL)

A study of contemporary ethical problems confronting the business community in the areas of management, marketing finance, labor relations, and government regulation. Because of the interdisciplinary nature of the topic, the course will focus both on philosophical theories and on the business applications of the various theories. The philosophy section of the course will be taught by the philosophy faculty as guest lecturers. The applications sections taught by the business faculty using the case method approach.

EN 215 THE HERO IN LITERATURE (C. ERNST)

This course examines critically the "hero" as a model of human thought, behavior, and achievement by considering texts representative of different literary periods and cultural concerns (ancient to modern). Several teachers will share instructional duties (host/guest format) to permit integration of interdisciplinary methods and perspectives.

EN 216 LITERATURE AND HISTORY - THE AMERICAN EXPERIENCE (M. DEGNAN & J. CROUSE)

This team-taught, interdisciplinary course explores in depth the complex interaction between literature and its historical context. The course will explore the diverse literary strategies American writers have used to affect national values and historical issues. The course also will examine how a strong historical background enables the reader to appreciate a literary work's anecdotes, stylistic choices, and allusions. Selections from the following authors will be studied: Hawthorne, Twain, Crane, Fitzgerald, Steinbeck, and Alice Walker.

EN 218 SCIENCE FICTION LITERATURE (C. ERNST)

This course will trace some of the major currents in science fiction through the study of prose works by Shelley, Wells, Bradbury, Clarke, Heinlein, and other authors influential in the genre's growth. Emphasis will be placed on the study of the embodied logic of technology as well as the interrelationships of individuals, technology, and society. The course will investigate the cultural, historical, and sociological milieu reflected in the works, which range in reflection from social satire to philosophical questioning. A film component to the class will allow students to view and evaluate cinematic adaptations of science fiction literature.

EN 225 DEFINING AMERICA (M. DEGNAN)

The primary focus of this multidisciplinary course is to examine the methods six generations of American literary, visual, and musical artists have used to help their respective societies develop a meaningful vision of America: the significance of its past as well as its potential for the future. Through this examination, the student will develop a more sophisticated understanding of the dialogue between artist and society. This study of artists from the Puritan era, the Jacksonian era, the Gilded Age, the Roaring Twenties, the Depression era, and the Turbulent Sixties, while primarily literary, will also incorporate briefer studies in art, music, and popular culture.

EN 230 STUDIES IN MODERN FILM (M. SMITH)

This course will introduce students to the study of film as a unique literature encompassing specific genres: social documentary, western, psychological study, musical, and social satire. The status of the director as cinematic artist will also be emphasized. In this sense, the films and lecture material will illustrate the work of a group of classic or near-classic directors such as Alfred Hitchcock, Ingmar Bergman, Howard Hawkes, Francis Ford Coppola, and Werner Herzog.

HI 206 RACE, GENDER, AND CLASS: SOCIAL ISSUES IN AMERICAN HISTORY (J. CROUSE)

This course explores the history and current status of three social issues that have and still do greatly influence American society: race, gender, and class. The common theme uniting the three will be the American Dream and how access to it has often been denied to blacks, women, and the poor. The course material is presented in thee separate but interrelated units. The first unit explores the nature of racial prejudice as well as the black struggle to achieve a positive self-identity. This is followed by

a unit that investigates the evolving "place" of women in the family, politics, education, and the workplace. The third and final unit will trace the historical development of a class society within the ideology of political equality. This unit focuses on the contrast between wealth and poverty in America to illustrate the disparity that exists in our democracy and the limits placed on the American Dream by class.

HI 210 POLITICAL THOUGHT AND HISTORY IN MODERN EUROPE (B. OLSZEWSKI & J. CROUSE)

This is a team-taught, interdisciplinary course that offers intensified study of the philosophical roots, historical content and cultural manifestations of major political movements which dominated modern European history. The course seeks to highlight major political/philosophical trends to better the students' understanding of how a civilization evolves, to provide them with a conceptual framework within which to comprehend Western Civilization in particular, and to help them better understand their contemporary world and the cultural heritage of Europe.

HI 225 THE UNITED STATES CONSTITUTION: LEGAL AND HISTORICAL PERSPECTIVES (J. CROUSE & R. STONE)

This course will offer the student an examination of the United States Constitution both as it was written and as it has subsequently been adjusted and adapted to the changing times by Supreme Court decisions and/or the amendment process. In each instance, students will see what contemporary circumstances, ideals, and/or fears went into the writing of our fundamental law, as well as how the courts have interpreted and thereby adjusted the law to fit contemporary needs. Finally, the student will see the relevance of the Constitution in his or her own life and times by a discussion of current issues involving Constitutional law and/or guarantees. This course will be team-taught by faculty from the Legal Assistant and History Departments.

PH 200 EXISTENTIALISM (E. HOLMES & B. OLSZEWSKI)

This course seeks to explore the thoughts, principles, and expressions of the contemporary philosophical movement known as existentialism. Beginning with the fundamental thoughts of the philosophers responsible for this movement (Nietzsche, Kierkegaard, Heidegger, Sartre, Buber, Marcel, and others), the course will then examine existentialism in the context of a living philosophical movement as expressed in modern and contemporary literature. The course will focus upon the recognition of the prominent and recurring themes of the movement as they are reflected in these literary works. Students will be challenged to develop a critical approach to literature so as to recognize and evaluate its philosophical pre-suppositions and assumptions.

PH 210 PHILOSOPHIES OF LOVE AND MARRIAGE (B. OLSZEWSKI)

This course is an interdisciplinary study of the realities of love and marriage, seeking to arrive at an understanding of the various philosophical approaches to these issues and the implications of such approaches. The course begins with an investigation of the topic of love and its expression from the ancient Greek world through romantic chivalry to contemporary visions. Once having examined the various manners in which this reality could be understood, the course seeks to investigate one institutionalized aspect of love, namely marriage. The topic is examined through the perspectives of anthropology, literature, and religion to complement t

214 PSYCHOLOGY OF LOSS (N. CRAWFORD)

Loss is a universal phenomenon that impacts on our lives. The central theme of this course will be death and dying - the ultimate experience of loss - but other kinds of loss throughout the life-cycle will also be examined. Topics will include prenatal losses, losses in relationships, loss of personal independence, terminal illness, and suicide, as well as occupational and financial losses. The course will investigate the subject of loss by means of an interdisciplinary approach. The broader cultural values affecting the individual's experience of loss will be studied, including societal, historical, ethical, philosophical, and religious influences. Legal and medical aspects of the subject will also be considered. Throughout the course the importance of the grief process, together with ways to help the survivors, will be emphasized.

CORE COURSES

ORGANIZED INTO DIFFERENT CATEGORIES

FOR ANALYSIS

Old Courses Revised and Approved for Core Course Status

Bus 240: Business Ethics

En 215: The Hero in Literature (formerly The Concept of the Hero in Literature)

En 218: Science Fiction Literature

Ph 200: Existentialism

New Core Courses

Bi 250: Science and Its Social Impact

En 216: Literature and History--The American Experience

En 225: Defining America

En 230: Studies in Modern Film

Hi 210: Political Thought and History in Modern Europe

Hi 225: The United States Constitution: Legal and Historical Perspectives

Psy 214: Psychology of Loss

Courses in Liberal Arts Division

Biology
Bi 250: Science and Its Social Impact

English
En 215: The Hero in Literature
En 216: Literature and History--The American Experience
En 218: Science Fiction Literature
En 225: Defining America
En 230: Studies in Modern Film

History
Hi 210: Political Thought and History in Modern Europe
Hi 225: The United States Constitution: Legal and Historical Perspectives

Philosophy
Ph 200: Existentialism

Psychology
Psy 214: Psychology of Loss

. . . in Business/Economics Div.

Business
Bus 240: Business Ethics

Faculty Teaching Core Courses at Hilbert

Crawford, Nancy (psychology)
Psy 214: Psychology of Loss

Crouse, Joan (history)
En 216: Literature and History--The American Experience
Hi 210: Political Thought and History in Modern Europe
Hi 225: The United States Constitution: Legal and Historical Perspectives

Degnan, Michael (English)
En 216: Literature and History--The American Experience
En 225: Defining America

Ernst, Charles (English)
En 215: The Hero in Literature
En 218: Science Fiction Literature

Holmes, Edward (English/Vice President for Academic Affairs)
Ph 200: Existentialism

Meindl, Joseph (business/economics)
Bus 240: Business Ethics (formerly taught as Core Course by Irene Cuddihy, Dean, Business/Economics Division)

Olszewski, Fr. Bernard (philosophy/religious studies)
Hi 210: Political Thought and History in Modern Europe
Ph 200: Existentialism

Slon, Judith (biology)
Bi 250: Science and Its Social Impact

Smith, Marc (English)
En 230: Studies in Modern Film

Stone, Roger (legal studies)
Hi 225: The United States Constitution: Legal and Historical Perspectives

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Administrators	Full-Time Faculty	Part-Time Faculty
Ms. Irene Cuddihy	Dr. Joan Crouse	Ms. Nancy Crawford
Dr. Edward Holmes	Mr. Michael Degnan	
	Mr. Charles Ernst	
	Mr. Joseph Meindl	
	Rev. Dr. Bernard Olszewski	
	Ms. Judith Slon	
	Mr. Marc Smith	
	Mr. Roger Stone, Esq.	

Core Courses Categorized by Modes of Instruction

Teacher-Led Courses

Teacher, with Several Guest Speakers

Bi 250: Science and Its Social Impact
(J. Slon)

Bus 240: Business Ethics
(J. Meindl)

En 218: Science Fiction Literature
(C. Ernst)

En 225: Defining America
(M. Degnan)

En 230: Studies in Modern Film
(M. Smith)

Psy 214: Psychology of Loss
(N. Crawford)

Host-Guest Format

En 215: The Hero in Literature
(C. Ernst)

Team-Taught Courses

(including Guest Speakers)

En 216: Literature and History--The American Experience
(J. Crouse & M. Degnan)

Hi 210: Political Thought and History in Modern Europe
(J. Crouse & B. Olszewski)

Hi 225: The United States Constitution: Legal and Historical Perspectives
(J. Crouse & R. Stone)

Ph 200: Existentialism
(E. Holmes & B. Olszewski)

A SAMPLE CORE COURSE--EN 215: THE HERO IN LITERATURE (TOTAL TEXTS USED OVER SEVERAL SEMESTERS)

Literary Period	Literary Text	Author	Hero	Country	Genre	Guest Teacher	Discipline Represented
Antiquity	Gilgamesh	--	Epic Hero	Mesopotamia (Sumerian-Babylonian)	Epic Poem	Bernstein, Linda Lukasik, Helen** Mitchell, Lee	mathematics humanities art
Antiquity	Oedipus Tyrannus	Sophocles	Tragic Hero	Greece	Drama (Tragedy)	Kindred, William	philosophy
Middle Ages (Old English)	Beowulf	--	Epic Hero	England	Epic Poem	*	*
Middle Ages (Middle English)	Sir Gawain and the Green Knight	--	Courtly Hero	England	Courtly Romance Poem	Hughes, Jocelyn	English (as history)
Renaissance	The Prince	Nicolo Machiavelli	Political Hero	Italy	Political Treatise	Galie, Peter*** Holmes, Edward	political science English
Renaissance	The Life of Lazarillo de Tormes	--	Picaresque Hero	Spain	Picaresque Novel	Heraty, Patrick	economics
Renaissance	King Lear	William Shakespeare	Tragic Hero	England	Drama (Tragedy)	*	*
Enlightenment	Candide, or Optimism	Voltaire	Enlightenment Hero	France	Conte	Crouse, Joan Olszewski, Bernard	history philosophy/religious studies
Romantic Era	The Sorrows of Young Werther	Johann Wolfgang von Goethe	Romantic Hero	Germany	Novella	Collins, Bonnie Smith, Marc	psychology English

* This text was used before the course became a Core Course; no guest speakers were involved.

** Speaker invited from off campus (Daemen College)

*** Speaker invited from off campus (Canisius College)

A SAMPLE CORE COURSE (TOTAL TEXTS USED OVER SEVERAL SEMESTERS) CONTINUED

Literary Period	Literary Text	Author	Hero	Country	Genre	Guest Teacher	Discipline Represented
Victorian Age	The Picture of Dorian Gray	Oscar Wilde	Decadent Hero	England	Novel	Mitchell, Lee	art
Age of Realism/Naturalism	Martin Eden	Jack London	Naturalistic Hero	America	Novel	Torla, Claire Ann	biology
Modernism	The Metamorphosis	Franz Kafka	Absurd Hero	Germany	Short Novel	Olszewski, Bernard	philosophy/religious studies
Modernism	The End of the Road	John Barth	Existential Hero	America	Novel	Degnan, Michael	English, as theory
Post-Modernism	Grendel	John Gardner	Existential Hero	America	Novel	Holmes, Edward Olszewski, Bernard	English philosophy/religious studies
Post-Modernism	Our Gang, Tricky and His Friends	Philip Roth	Political Hero	America	Novel	Plesur, Milton***	history

***This speaker invited from off campus (SUNY at Buffalo)

APPENDIX III

LIST OF LECTURE SERIES LECTURES

THE HILBERT COLLEGE LECTURE SERIES--

A List of Lectures *Since Its Inception*

Lecture #1: "Minding Your Own Business: How to Start and Sustain Your Own Company in the 80s" by MORRIS R. POUMMIT (Spring '83)

Lecture #2: "'Doing' Writing in the Sciences: Teaching Students to Write in Non-English Courses" by Dr. ANTHONY R. PRIDGEON (Spring '83)

Lecture #3: "The World's a Stage: Making It as an Actor on the Niagara Frontier" by Dr. DAVID R. FENDRICK (Spring '83)

Lecture #4: "Getting Streetwise: The Up(per)s and Down(er)s of Drugs" by Dr. CEDRIC M. SMITH (Fall '83)

Lecture #5: "Academia Wired: The Impact of Computers on Higher Education" by Mr. RICHARD J. PEGIS (Fall '83)

Lecture #6: "Corporate Conscience, Corporate Greed: Two Faces of Business" by Mr. LEONARD A. DOPKINS (Fall '83)

Lecture #7: "The View from Plato's Cave: The Place of the Liberal Arts in the 1980s" by Dean ALFRED D. PRICE (Spring '84)

Lecture #8: "The Emergence of ♀: Women in the Professional World" by the Hon. PENNY M. WOLFGANG (Spring '84)

Lecture #9: "'Moving' Pictures: The Art of Contemporary Cinema" by JEFF SIMON (Spring '84)

Lecture #10: "An Election-Year Balance Sheet: Greater and Lesser American Presidents" by Prof. MILTON PLESUR (Fall '84)

Lecture #11: "Remembering the Holocaust: Years of Oppression, Years of Hope" by GERDA WEISSMANN KLEIN (Fall '84)

Lecture #12: "Economic Issues and Non-Issues in the 1984 Elections" by EDWARDO L. RHODES (Fall '84)

Lecture #13: "Stocks and Shocks: Tales of the Imaginary Investor" by Mr. ROBERT J. SUMMERS
(Spring '85)

Lecture #14: "Winds of Change: Their Effect on the American Family" by Ms. CAROLYN SHADLE
(Spring '85)

Lecture #15: "Humanizing Employment: The Fisher Price Story" by Mr. HENRY H. COORDS
(Fall '85)

Lecture #16: "Machiavelli and the Modern World: The Enduring Legacy" by Dr. PETER J. GALIE
(Fall '85)

Lecture #17: "Nineteenth-Century America Perceived and Misperceived: What Some Visitors to the U.S. Have Said About Us" by Ms. RUTH MAIER
(Fall '85)

Lecture #18: "Critical Thinking Across the Curriculum" by Prof. GEORGE T. HOLE
(Spring '86)

Lecture #19: "Art and Politics: Eighteenth-Century French and English Perspectives" by Prof. CHARLES CARMAN
(Spring '86)

Lecture #20: "An Insider's View of Poland" by Mr. TADEUSZ WOJCIAK
(Spring '86)

Lecture #21: "Person-to-Person: 'People' Skills and How to Use Them" by Dr. GERALD M. HILFIKER
(Fall '86)

Lecture #22: "Computer Literacy: The Bottom Line on Life Styles and Job Profiles" by Mr. PETER C. NUGENT
(Fall '86)

Lecture #23: "Gender Shock and the Working Woman: Needs, Expectations, and Realities" by Prof. ADELINE G. LEVINE
(Fall '86)

Lecture #24: "Financial Planning and the Stock Market: Investing in Your Future" by Mr. CHARLES E. WALLACE
(Spring '87)

Lecture #25: "The Role of Faculty in Student Retention at the Two-Year College" by Prof. JOHN A. ETHER
(Spring '87)

Lecture #26: "Death Be Not Proud: Coping with Grief" by Dr. THOMAS T. FRANTZ
(Spring '87)

Lecture #27: "The Ape in the Garden: Evolutionary Perspectives" by Prof. H. JAMES BIRX
(Fall '87)

Lecture #28: "Reimagining the Past: The Romantic in America" by Prof. ROBERT DALY
(Fall '87)

Lecture #29: "Learning to Learn: An Inquiry Method of Critical Thinking for the Academically Disadvantaged and Educationally Underprepared" by Prof. ROBERT G. POPE
(Spring '88)

Lecture #30: "Learning Styles/Learning Environments: Cognitive Functioning and Development in the Educationally Disadvantaged and Academically Underprepared" by Prof. DAVID F. LOHMAN
(Spring '88)

APPENDIX IV

CONFERENCE PROGRAM

PROGRAM

Friday, April 22

9:30-10:00 a.m. McGrath Library	REGISTRATION Coffee and Danish
10:00-11:00 a.m. McGrath Library Conference Room	WELCOME, Edward J. Holmes, Vice President for Academic Affairs, Hilbert College OPENING ADDRESS, Nancy Hoffman, Professor of Humanities, University of Massachusetts, Acting Assistant Dean for Academic and Student Services, Harvard University "A New Vitality in General Education"
11:00 a.m.- 12:45 p.m.	SESSION I: "General Education in the Two-Year College--Possibilities and Probabilities" Moderator/Respondent, David Berry, Essex County College Joanne Reitano, LaGuardia Community College Lawrence Rushing, LaGuardia Community College Norman Will, Union County College
1:00-2:30 p.m. Student Center Cafeteria	LUNCH LUNCHEON ADDRESS, Thomas Carroll, Deputy Director, FIPSE "Funding Opportunities from Federal Agencies--Writing Proposals for Two-Year Colleges"
2:30-4:30 p.m. McGrath Library Conference Room	SESSION II: "Developing and Implementing a General Education Program" Moderator/Respondent, Janice Roberts, Jefferson State College Joan Crouse, Hilbert College David Carr, St. Cloud State University Joan Sevick, Nassau Community College Gary Wheeler, Miami University of Ohio, Middletown Campus
4:30 p.m. Student Center The Cove	WINE AND CHEESE RECEPTION

Saturday, April 23

8:00-8:30 a.m. McGrath Library	COFFEE AND DANISH
8:30-9:30 a.m. McGrath Library Conference Room	SPEAKER, John Thorpe, Vice Provost for Undergraduate Education, SUNY at Buffalo "Improving General Education: A Case Study"
9:30-10:45 a.m. McGrath Library Conference Room	SESSION III: "Alternative Approaches to General Education" Moderator/Respondent, Bernard Olszewski, OFM Conv., Hilbert College Dorothy Harnish, Niagara County Community College Audrey Harrigan, La Guardia Community College Gunhild Miller, Rockland Community College
10:45-11:00 a.m.	BREAK
11:00-12:30 p.m. Counseling Center Campus Center	SESSION IV: "Innovative Course Designs" Joseph Cardillo, Hudson Valley Community College Charles Ernst, Hilbert College Elaine Levy, Queensborough Community College Sally Mettler, LaGuardia Community College
12:30-2:00 p.m. Student Center The Cove	LUNCH CLOSING REMARKS, Jocelyn Hughes, Dean, Division of Liberal Arts

Conference Coordinated by the Core Curriculum Committee:

Joan Crouse, Chair
Sandra Augustine
Charles Ernst
Kathleen Hennessy
Bernard Olszewski
Judith Slon

SPEAKERS

THOMAS CARROLL is Deputy Director of the Fund for the Improvement of Post-Secondary Education. He is program officer for Hilbert College's FIPSE project to implement a core curriculum. Dr. Carroll will be available during the conference to discuss individual grant proposals.

NANCY HOFFMAN is Professor of Humanities at the University of Massachusetts at Boston currently on leave and serving as Acting Assistant Dean for Academic and Student Services at Harvard University. Dr. Hoffman is a member of the Association of American Colleges Task Group on General Education and co-author of the recent report A New Vitality in General Education. In her address she will highlight the positive findings of the task group as well as the set of recommendations offered to make general education an even more rewarding and meaningful experience for faculty and students alike.

EDWARD HOLMES is Vice President for Academic Affairs at Hilbert College. Dr. Holmes has been a staunch supporter of the Core Curriculum at Hilbert from its inception through its implementation. He will open the conference with an introduction to the Hilbert experience.

JOCELYN HUGHES is Dean of the Liberal Arts Division at Hilbert College. Her attendance at the 1980 N.E.H. Workshop on the Core Curriculum initiated the College's interest in the core curriculum. Ms. Hughes was a member of the Core Curriculum Committee during the vital stages of development and implementation. Her closing remarks to the conference will concentrate on student response to the Core.

JOHN THORPE, Vice Provost for Undergraduate Education and Dean of the Undergraduate College at the State University of New York at Buffalo, is currently directing a restructuring of general education at the University, the components of which include freshman seminars, a multi-cultural course in World Civilization, a proposed course in Equality and Diversity, and a proposed sequence of science courses for non-science majors. His discussion will focus on the rationale behind these reforms, the content of the new courses, and the process of change.

PANELISTS

SESSION I

DAVID BERRY is Professor of History at Essex County College, New Jersey. Professor Berry has been active in the Community College Humanities Association and has directed various curriculum projects funded by NEH and FIPSE grants. He is currently working on a FIPSE project to better prepare high school students to improve their transition into college.

JOANNE REITANO, Professor of History and Chair of the Liberal Arts and Sciences Task Force, LaGuardia Community College, will discuss some of the obstacles to and strategies for curriculum reform. Using the LaGuardia experience, she will discuss problems familiar to the two-year college that are both institutional (the power structure, faculty resistance, time, numbers, and money) and societal (the job market, parental priorities, and status concerns). She will then discuss her experience turning these obstacles into advantages.

LAWRENCE RUSHING is a Professor at LaGuardia Community College and was Coordinator of the Core Curriculum Conference, April, 1987. In answer to Allan Bloom's critique of contemporary education, Professor Rushing argues that the reforms of the 60s have opened the American mind and that the two-year college has made the American Dream accessible to all. Often accused of lowering standards and vocationalizing its curriculum to meet the needs of its diverse, non-traditional student body, the two-year college must raise its standards through curricular reform in a pluralistic way to truly democratize education.

NORMAN WILL, Senior Professor of English, Union County College, will discuss the mission of the two-year college and the role of the Humanities within that mission. He argues that the two-year college both forces and enables a re-examination of what American education promises to its increasingly pluralistic audience. Dr. Will challenges the traditional premises, promises, and texts of the Humanities curriculum to liberate a liberal education.

SESSION II

DAVID CARR is Assistant Dean, St. Cloud State University, Minnesota. Speaking from personal experience in curriculum reform at three different institutions, Dean Carr will discuss strategies for designing and implementing a core curriculum which are applicable to the circumstances particular to a two-year college. He will offer practical guides and suggestions to anticipate and deal with implementation problems.

JOAN CROUSE, Associate Professor of History and Chair, Core Curriculum Committee, Hilbert College, will offer an overview of Hilbert's core curriculum from its inception through its development and implementation. As a private, liberal arts college, Hilbert has not experienced the problems peculiar to large, public institutions. However, in establishing a core curriculum committee, evaluating the existing liberal arts component, writing and seeking approval for a core model, and implementing the final program, Hilbert faculty and administration have dealt with the same problems faced by colleagues in most two-year schools (a restricted schedule, limited resources, and a student body ever conscious of the job market and tuition dollars).

JANICE ROBERTS is a Professor at Jefferson State College, a two-year, public college in Birmingham, Alabama. She is currently directing a FIPSE project to develop an interdisciplinary sequence of seven courses of general core studies to strengthen and broaden the education of community college students. The curriculum is being developed and implemented by interdisciplinary faculty teams.

JOAN SEVICK, English Professor and member of the Task Force on Core Curriculum, Nassau Community College, will describe the two-semester core sequence requirement at Nassau, the problems faced in developing and implementing the core, and the successes experienced thus far. She will also speak about the unique Faculty Development Seminar offered at Nassau to prepare faculty to teach interdisciplinary core courses.

GARY WHEELER, Associate Professor and member of the Liberal Education Forum, Miami University of Ohio, Middletown Campus, is involved in the re-examination and re-assessment of liberal education at Miami's four-year and two-year campuses. He will speak on institution-wide reform and particularly the role of the Forum, a representative body of faculty, students, administration, staff, and alumni, in fostering communication strategies and in applying a university-wide Statement of Principles for the two-year campuses.

SESSION III

DOROTHY HARNISH, Associate Dean/Director of Educational Development, Niagara Community College, will describe the six-year re-examination of general education and the resulting general education program. What distinguishes NCC's experience as a general education alternative is the manner in which the College went about developing the program. The College identified 22 general education goals and then went to its existing curriculum to identify courses that met those goals/objectives. In this way NCC has avoided problems of developing new courses, redistributing degree requirements, and increasing graduation requirements. Dr. Harnish will also explain how the faculty has been encouraged to take ownership of the program.

AUDREY HARRIGAN, Professor and member of the General Education Task Force, LaGuardia Community College, is a member of a faculty task force group which is working toward curricular reform within the College. The group has identified 10 goals and outcomes to inspire and support curricular revision in the direction of general education. While still involved in the planning process, the group has designed and offered for the first time a Humanities-based, interdisciplinary course that is intended to serve as a prototype for future course development and a vehicle for curriculum reform.

GUNHILD MILLER, Associate Professor of English and member of the General Education Task Force, Rockland Community College (SUNY), will present a unique, faculty-generated alternative to general education. Because of obstacles to an institutional general education or core curriculum program at Rockland, groups of faculty have initiated extracurricular projects to advance and illustrate the goals and promises of general education. By this means they hope to inspire college-wide curriculum reform.

REV. DR. BERNARD OLSZEWSKI, is a member of the Core Curriculum Committee at Hilbert and has been instrumental in developing and implementing the core curriculum, as well as in designing and teaching a number of core courses.

SESSION IV

JOSEPH CARDILLO, Assistant Professor of English and Creative Writing, Hudson Valley Community College, N.J., is coordinator of and cooperating teacher in a team-taught, 6-credit hour, interdisciplinary summer institute which offers the artistically gifted student an advanced study of experimental and contemporary philosophies, trends, and techniques in creative writing. The course is run as a workshop and utilizes the talents and expertise of visiting writers. It is part of the general education program offered through Hudson Valley.

CHARLES ERNST, English Professor and member of the Core Curriculum Committee, Hilbert College, will describe the various types of interdisciplinary core courses developed and currently being taught as part of the Hilbert core curriculum. As many of Hilbert's courses have been in place since Fall, 1986, and, in some instances, were introduced even earlier on an experimental basis, Hilbert's experience and documented outcomes should be of value to colleagues who are currently writing new courses.

ELAINE LEVY, English Professor, Queensborough Community College, is in the process of expanding the integrative honors course she teaches to reach a larger student audience and to serve as a model for the core curriculum and as an example of the new methods that may be employed in the teaching of literature to an increasingly pluralistic audience.

SALLY METTLER, History Professor and member of the General Education Task Force, LaGuardia Community College, is currently teaching an interdisciplinary course in the Humanities that is intended to serve as a prototype for future course development at LaGuardia. She will share with us both the process involved in developing the course and her experience of teaching it for the first time. She will also explain the place of the course in the ongoing process of curricular reform at LaGuardia.

APPENDIX V

CONFERENCE EVALUATION FORMS AND RESULTS

HILBERT COLLEGE
Hamburg, New York

CONFERENCE ON GENERAL EDUCATION AND THE TWO-YEAR COLLEGE

April 22-23, 1988

Participant Evaluation of the Program

The Fund for the Improvement of Post-Secondary Education stipulates that opportunity be made for the evaluation of performance outcomes for Hilbert's Conference on General Education and the Two-Year College by those in attendance.

Please answer the following questions. If you require more space than the form provides, please use the back of a page and identify clearly the question that you are answering.

Evaluations should be returned directly or mailed to Dr. Joan Crouse, Chair, Core Curriculum Committee, Hilbert College, 5200 South Park Avenue, Hamburg, New York 14075.

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1. Which of the following designations best describes your current position? If more than one applies, choose the one which demands the greatest amount of your time and effort.

   _____ Dean or Senior Administrator

   _____ Department Chairperson

   _____ Director of Special Academic Program

   (specify _____)

   _____ Business Division faculty

   _____ Liberal Arts Division faculty

   (If you checked Liberal Arts Division, please check also the one category below that best applies)

   _____ Faculty member, Humanities

   _____ Faculty member, Social Sciences

   _____ Faculty member, Natural or Physical Sciences

---

2. How many years have you held this or a closely related position?

   _____ less than 2 years

   _____ 2-5 years

   _____ 5-10 years

   _____ over 10 years

CONTINUED ON NEXT PAGE

3. Your institution is best described as:

_____ a complex state system

_____ a private university

_____ a small liberal arts college

_____ a two-year, community, or junior college

_____ other

(specify _____)

---

4. The geographical site of your home institution may best be described, with respect to the State of New York, as:

_____ out of state

_____ New York State

(If you checked New York State, please check also the appropriate category below)

_____ Western New York

_____ outside Western New York area

---

5. Your conference role may best be described as:

_____ speaker

_____ panelist or moderator

_____ member of audience

---

6. You attended the conference on the following day(s)--check one or both, consistent with your attendance.

_____ Friday, April 22

_____ Saturday, April 23

---

7. On the day(s) you were present at the conference, what best describes the extent of your attendance? Check all appropriate blanks.

(FRIDAY)

_____ Opening Address (N. Hoffman)

_____ Session I

_____ Luncheon Address (T. Carroll)

_____ Session II

_____ Wine & Cheese Reception

(SATURDAY)

_____ Address (J. Thorpe)

_____ Session III

_____ Session IV

_____ Lunch

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CONTINUED ON NEXT PAGE

8. Please indicate your assessment of the overall effectiveness of the conference.

_____ Will have significant impact on future planning/practice.

_____ Presented me with new ideas or approaches.

_____ Will have little or no impact on my future planning/practice.

---

9. Here is another way to register your response to the conference overall.

_____ Excellent/outstanding/very satisfying

_____ Very good/above average/satisfying

_____ Fairly good/about average/moderately satisfying

_____ Marginally good/below average/not particularly satisfying

_____ Not good at all/poor/unsatisfactory

---

10. What did you especially like/dislike about the content, organization, and activities of the conference as a whole? Your remarks are appreciated.

CONTINUED ON NEXT PAGE

11. To provide more precise evaluation across the board, please check the appropriate blocks below pertaining to sessions and major addresses.

(If you wish to provide further comment on particular speakers, moderators, and panelists, please use the reverse side of this page to express your thoughts.)

		RELEVANCE		EFFECTIVENESS OF PRESENTATION				POTENTIAL IMPACT ON FUTURE PLANNING/PRACTICE		
		Relevant to my concerns	Irrelevant to my concerns	Excellent	Good	Fair	Poor	Significant impact on future planning &/or practice	Gave me new approaches/ideas	Little or no impact on future planning &/or practice
FRIDAY APRIL 22	OPENING ADDRESS--Nancy Hoffman "A New Vitality in General Education"									
	SESSION I: "General Education in the Two-Year College--Possibilities and Probabilities" Moderator: David Berry Panelists: David Carr, Lawrence Rushing, Norman Will									
	LUNCHEON ADDRESS--Thomas Carroll "Funding Opportunities from Federal Agencies--Writing Proposals for Two-Year Colleges"									
	SESSION II: "Developing and Implementing a General Education Program" Moderator: Janice Roberts Panelists: Joan Crouse, Joanne Reitano, Joan Sevick, Gary Wheeler									
SATURDAY APRIL 23	ADDRESS--John Thorpe "Improving General Education: A Case Study"									
	SESSION III: "Alternative Approaches to General Education" Moderator: Bernard Olszewski Panelists: Dorothy Harnish, Audrey Harrigan, Gunhild Miller									
	SESSION IV: "Innovative Course Designs" Moderator: Joan Crouse Panelists: Joseph Cardillo, Charles Ernst, Elaine Levy, Sally Mettler, Alfredo Villaneuva									

PLEASE GIVE US YOUR PROFESSIONAL RESPONSE TO THE ITEMS ON THIS QUESTIONNAIRE

APPENDIX VI

STUDENT EVALUATION FORMS
WITH SAMPLE RESPONSES

Course number and title:_____

Instructor(s):_____

Semester/Year:_____ _____Academic Major:_____

Plans for after graduation _____

Number of hours per week you spend preparing for the course_____

In each of the four sections below answer the first set of questions by circling the appropriate number from 1-5 that best agrees with your response to the question. Finish each section by answering the next question(s) in thoughtful, well-balanced paragraphs.

1. <u>Organization and Planning</u>	Strongly Agree				Strongly Disagree
The course has been adequately planned in an orderly manner.	5	4	3	2	1
Course objectives have been outlined and explained in a clear and understandable fashion.	5	4	3	2	1

How well has the integration of the various disciplines been planned and carried out in this course?

"Excellently. The guest speakers were wonderful in presenting the history while the instructor tied the history to the literature. We were exposed also to the philosophical, social and psychological aspects of the historical periods and resulting literary works."

"The various disciplines were very well integrated. The subject matter lends itself very well to the interdisciplinary approach. The guest speakers were especially helpful in this integration process."

2. Methods and Style of Presentation	Strongly Agree				Strongly Disagree
Lectures were presented in a clear and effective manner.	5	4	3	2	1
Guest lecturers enhanced your understanding and made you aware of different ways of viewing the course material.	5	4	3	2	1
Visual aids used in this class were informative, interesting, and relevant.	5	4	3	2	1
The use of various disciplinary perspectives improved my understanding of the subject matter.	5	4	3	2	1

How effective were the methods used by the instructor(s) to integrate the various disciplines employed in class? What methods were particularly successful? Which were not?

"The methods I found particularly successful were those which included the use of visual aides. It proved to be one of the better ways of conveying the ideas which the instructors were trying to get across to us."

"Lectures, videos and guest speakers all help to keep your interest. The guest speakers were an especially successful part of the class. Applying the philosophy and history to novels was also very effective. Reading a book which demonstrates what you are learning brings the unit to life."

"All methods used, overhead projector, video cassettes and guest lecturers and class lectures were well done. I have never taken as many or as detailed notes in any other class."

"The instructor was very successful in his various methods in getting important points conveyed to the class. The lectures were made interesting as well as humorous. The use of guest speakers as well as slide presentations gave me a greater understanding of history and literature and their effect on each other."

3. Learning Environment	Strongly Agree				Strongly Disagree
The instructor(s) was (were) actively helpful and genuinely concerned with your progress.	5	4	3	2	1
The instructor(s) was able to elicit productive, stimulating classroom discussion.	5	4	3	2	1
This course has encouraged critical thinking and analysis.	5	4	3	2	1
The course has encouraged values clarification and problem solving.	5	4	3	2	1

In what ways has this course encouraged critical thinking and analysis?

"The course gives you the opportunity to start looking at what can make people or a person behave the way they do. You learn to not justify but understand why even the worst things could happen. The things which drive people or make people feel so strongly about the philosophy usually influences so much that history becomes more sensible."

"The instructor strongly encourages a tie-in between the literature and the history in both his lectures and in our papers. On papers and tests we are asked to critically analyze the literature and tie it to the history, also to find social and philosophical bases. The essay, discussion and test questions are clearly designed to encourage us to analyze the stories equally from a literary and historical point of view."

"So many times we are too eager to jump to a conclusion without digging deeper for more evidence. One must incorporate more things in order to come up with a solid conclusion."

"This course has encouraged me to think with a more open mind as to why people behave or express themselves the way they do."

If audio visual presentation were used, how well did they complement or better explain/illustrate course content? Please give specific examples.

"Audio visual presentations did very well in complementing and better illustrating the course content."

"They helped show how things looked and gave a better understanding of whatever era we were studying at the time."

"The slides that were used in class were very helpful in understanding the history part of the class. I fell it is important to let future classes see pictures of history if only to let them see how it was as we know it is impossible for us to experience it ourselves."

"Sometimes seeing pictures of something you read about makes them seem more real."

If guest speakers were used, how well did they complement the class objectives? Please give specific examples.

"Guest speakers were very interesting as well as informative. It gave me a better understanding of what the time period was like."

"The all did very good jobs of introducing different outlooks of the subjects."

"The speakers were wonderful. It was nice to get the same or more information for a viewpoint different from that of the professor."

"They were excellent, informative and they enhanced my knowledge of things which at one time I found boring."

"The guest lecturers were very informative and very helpful in translating much of the background of the novels to us. They gave us a lot of information needed to get a complete understanding of the work."

4. **Assignments, Feedback, and Grading**

	Strongly Agree				Strongly Disagree
Examinations and papers have been designed to reflect and utilize the course material.	5	4	3	2	1
Examinations and papers have been carefully reviewed and fairly judged.	5	4	3	2	1
Examinations and papers have required you to integrate the various disciplines utilized in class.	5	4	3	2	1
Examinations and/or papers have been designed to encourage critical thinking and writing.	5	4	3	2	1

What types of assignments were most successful? Which were not?

"Written papers and essay exams were very successful. By the time I finished an essay on one of the books I was surprised at how well I got to know the book, details, themes and how closely I could relate it to history."

"The papers which were required of each student helped to enhance the student's knowledge of the work studied."

"All of the assignments that were given were very successful, but I feel that the group discussions allowed each student to relax and listen to other opinions and ideas that were given throughout the class."

"Papers are the hardest. The most thought and critical analysis are brought out during the writing of a paper. If the lectures were not successful neither would the papers be. The foundation is essential to write a good paper. The exams are easy to take if you have been in class, have done the readings and have written the papers."

Overall Evaluation - Please use this opportunity to share with your instructor(s) your overall assessment of the course.

You may want to comment on:

- whether you have gained any new insights through the interdisciplinary approach.
- whether the course was a challenging intellectual experience.
- suggestions for improving the content, presentation, resources, and assignments of the course.
- whether you would recommend it to others and why.

"The use of the interdisciplinary approach is an excellent way of approaching two different aspects of this course."

"I would definetly recommend this course to others. I think that this type of course is an asset to the school."

"I would recommend this course. It is well planned and structured, however it covers a considerable amount of material for just one course. This course seems more condensed that the others, requiring more time to absorb all that was covered. Perhaps noting that core courses are intensive may be helpful."

The more core courses I have taken the broader my view of different disciplines has become. I have come to the realization that every discipline has something to offer, whether I am particularly interested or not. I also feel that the course was very challanging intellectually, more so than regular courses, because I had to plan and carefully think out my opinions for class. I would recommend this course to anyone who wants a real education."

"I would highly recommend this course. I feel it has not only bettered my critical thinking and writing skills but it has helped to shed a new light on history."

"It was intellectually stimulating and challanging but also fair and able to be passed by students with a wide range of abilities and intellects who are willing to work at it. I honestly see nothing to improve in the course. It was excellent and definetly one of the best courses I have ever had. The knowledge I have gained will help me greatly in the future."

APPENDIX VII

STUDENT EVALUATION RESULTS
WITH NARRATIVE

EN 216 LITERATURE AND HISTORY
YEAR: SPRING 1987
CREDIT HOURS: 3

1. ORGANIZATION AND PLANNING

THE COURSE HAS BEEN ADEQUATELY PLANNED IN AN ORDERLY MANNER.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
80%	20%	0%	0%	0%

COURSE OBJECTIVES HAVE BEEN OUTLINED AND EXPLAINED IN A CLEAR AND UNDERSTANDABLE FASHION.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
85%	15%	0%	0%	0%

2. METHODS AND STYLE OF PRESENTATION

LECTURES WERE PRESENTED IN A CLEAR AND EFFECTIVE MANNER

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
95%	5%	0%	0%	0%

GUEST LECTURERS ENHANCED YOUR UNDERSTANDING AND MADE YOU AWARE OF DIFFERENT WAYS OF VIEWING THE COURSE MATERIAL.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
85%	15%	0%	0%	0%

VISUAL AIDS USED IN THIS CLASS WERE INFORMATIVE, INTERESTING, AND RELEVANT.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
80%	15%	5%	0%	0%

THE USE OF VARIOUS DISCIPLINARY PERSPECTIVES IMPROVED MY UNDERSTANDING OF THE SUBJECT MATTER.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
...	75%	0%	0%	5%

3. LEARNING ENVIRONMENT

THE INSTRUCTOR(S) WAS (WERE) ACTIVELY HELPFUL AND GENUINELY CONCERNED WITH YOUR PROGRESS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
90%	5%	5%	0%	0%

THE INSTRUCTOR(S) WAS ABLE TO ELICIT PRODUCTIVE, STIMULATING CLASSROOM DISCUSSION

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
75%	20%	5%	0%	0%

THIS COURSE HAS ENCOURAGED CRITICAL THINKING AND ANALYSIS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
85%	10%	5%	0%	0%

THE COURSE HAS ENCOURAGED VALUES CLARIFICATION AND PROBLEM SOLVING.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
60%	35%	5%	0%	0%

4. ASSIGNMENTS, FEEDBACK, AND GRADING

EXAMINATIONS AND PAERS HAVE BEEN DESIGNED TO REFLECT AND UTILIZE THE COURSE MATERIAL.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
90%	10%	0%	0%	0%

EXAMINATIONS AND PAPERS HAVE BEEN CAREFULLY REVIEWED AND JUDGED FAIRLY.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
95%	0%	0%	5%	0%

EXAMINATIONS AND PAPERS HAVE REQUIRED YOU TO INTEGRATE THE VARIOUS DISCIPLINES UTILIZED IN CLASS.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
95%	5%	0%	0%	0%

EXAMINATIONS AND/OR PAPERS HAVE BEEN DESIGNED TO ENCOURAGE CRITICAL THINKING AND WRITING.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
90%	10%	0%	0%	0%

HIS 21 POLITICAL THOUGHT AND HISTORY IN MODERN EUROPE
YEAR: SPRING 1987
CREDIT HOURS: 3

1. ORGANIZATION AND PLANNING

THE COURSE HAS BEEN ADEQUATELY PLANNED IN AN ORDERLY MANNER.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
50%	43%	7%	0%	0%

COURSE OBJECTIVES HAVE BEEN OUTLINED AND EXPLAINED IN A CLEAR AND UNDERSTANDABLE FASHION.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
50%	29%	21%	0%	0%

2. METHODS AND STYLE OF PRESENTATION

LECTURES WERE PRESENTED IN A CLEAR AND EFFECTIVE MANNER

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
57%	21%	21%	0%	0%

GUEST LECTURERS ENHANCED YOUR UNDERSTANDING AND MADE YOU AWARE OF DIFFERENT WAYS OF VIEWING THE COURSE MATERIAL.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
71%	21%	0%	7%	0%

VISUAL AIDS USED IN THIS CLASS WERE INFORMATIVE, INTERESTING, AND RELEVANT.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
71%	14%	14%	0%	0%

THE USE OF VARIOUS DISCIPLINARY PERSPECTIVES IMPROVED MY UNDERSTANDING OF THE SUBJECT MATTER.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
47%	13%	47%	0%	0%

3. LEARNING ENVIRONMENT

THE INSTRUCTOR(S) WAS (WERE) ACTIVELY HELPFUL AND GENUINELY CONCERNED WITH YOUR PROGRESS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
43%	36%	14%	7%	0%

THE INSTRUCTOR(S) WAS ABLE TO ELICIT PRODUCTIVE, STIMULATING CLASSROOM DISCUSSION

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
57%	14%	29%	0%	0%

THIS COURSE HAS ENCOURAGED CRITICAL THINKING AND ANALYSIS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
64%	21%	7%	7%	0%

THE COURSE HAS ENCOURAGED VALUES CLARIFICATION AND PROBLEM SOLVING.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
50%	29%	7%	7%	7%

4. ASSIGNMENTS, FEEDBACK, AND GRADING

EXAMINATIONS AND PAERS HAVE BEEN DESIGNED TO REFLECT AND UTILIZE THE COURSE MATERIAL.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
79%	21%	0%	0%	0%

EXAMINATIONS AND PAPERS HAVE BEEN CAREFULLY REVIEWED AND JUDGED FAIRLY.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
57%	14%	21%	7%	0%

EXAMINATIONS AND PAPERS HAVE REQUIRED YOU TO INTEGRATE THE VARIOUS DISCIPLINES UTILIZED IN CLASS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
64%	29%	7%	0%	0%

EXAMINATIONS AND/OR PAPERS HAVE BEEN DESIGNED TO ENCOURAGE CRITICAL THINKING AND WRITING.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
79%	7%	7%	7%	0%

PSY 21 PSYCHOLOGY OF LOSS
YEAR: SPRING 1987
CREDIT HOURS: 3

1. ORGANIZATION AND PLANNING

THE COURSE HAS BEEN ADEQUATELY PLANNED IN AN ORDERLY MANNER.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
55%	28%	17%	0%	0%

COURSE OBJECTIVES HAVE BEEN OUTLINED AND EXPLAINED IN A CLEAR AND UNDERSTANDABLE FASHION.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
24%	55%	10%	10%	0%

2. METHODS AND STYLE OF PRESENTATION

LECTURES WERE PRESENTED IN A CLEAR AND EFFECTIVE MANNER

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
41%	41%	7%	10%	0%

GUEST LECTURERS ENHANCED YOUR UNDERSTANDING AND MADE YOU AWARE OF DIFFERENT WAYS OF VIEWING THE COURSE MATERIAL.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
48%	34%	17%	0%	0%

VISUAL AIDS USED IN THIS CLASS WERE INFORMATIVE, INTERESTING, AND RELEVANT.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
39%	39%	21%	0%	0%

THE USE OF VARIOUS DISCIPLINARY PERSPECTIVES IMPROVED MY UNDERSTANDING OF THE SUBJECT MATTER.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
31%	31%	31%	0%	7%

3. LEARNING ENVIRONMENT

THE INSTRUCTOR(S) WAS (WERE) ACTIVELY HELPFUL AND GENUINELY CONCERNED WITH YOUR PROGRESS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
29%	39%	21%	11%	0%

THE INSTRUCTOR(S) WAS ABLE TO ELICIT PRODUCTIVE, STIMULATING CLASSROOM DISCUSSION

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
32%	36%	18%	4%	11%

THIS COURSE HAS ENCOURAGED CRITICAL THINKING AND ANALYSIS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
50%	29%	14%	4%	4%

THE COURSE HAS ENCOURAGED VALUES CLARIFICATION AND PROBLEM SOLVING.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
54%	25%	14%	4%	4%

4. ASSIGNMENTS, FEEDBACK, AND GRADING

EXAMINATIONS AND PAERS HAVE BEEN DESIGNED TO REFLECT AND UTILIZE THE COURSE MATERIAL.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
31%	45%	14%	7%	3%

EXAMINATIONS AND PAPERS HAVE BEEN CAREFULLY REVIEWED AND JUDGED FAIRLY.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
41%	17%	21%	21%	0%

EXAMINATIONS AND PAPERS HAVE REQUIRED YOU TO INTEGRATE THE VARIOUS DISCIPLINES UTILIZED IN CLASS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
39%	32%	18%	7%	4%

EXAMINATIONS AND/OR PAPERS HAVE BEEN DESIGNED TO ENCOURAGE CRITICAL THINKING AND WRITING.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
46%	32%	14%	4%	4%

BI 250 SCIENCE AND ITS SOCIAL IMPACT
YEAR: FALL 1987
CREDIT HOURS: 4

1. ORGANIZATION AND PLANNING

THE COURSE HAS BEEN ADEQUATELY PLANNED IN AN ORDERLY MANNER.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
25%	25%	25%	25%	0%

COURSE OBJECTIVES HAVE BEEN OUTLINED AND EXPLAINED IN A CLEAR AND UNDERSTANDABLE FASHION.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
25%	25%	50%	0%	0%

2. METHODS AND STYLE OF PRESENTATION

LECTURES WERE PRESENTED IN A CLEAR AND EFFECTIVE MANNER

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
25%	25%	50%	0%	0%

GUEST LECTURERS ENHANCED YOUR UNDERSTANDING AND MADE YOU AWARE OF DIFFERENT WAYS OF VIEWING THE COURSE MATERIAL.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
40%	40%	20%	0%	0%

VISUAL AIDS USED IN THIS CLASS WERE INFORMATIVE, INTERESTING, AND RELEVANT.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
40%	20%	40%	0%	0%

THE USE OF VARIOUS DISCIPLINARY PERSPECTIVES IMPROVED MY UNDERSTANDING OF THE SUBJECT MATTER.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
20%	40%	40%	0%	0%

3. LEARNING ENVIRONMENT

THE INSTRUCTOR(S) WAS (WERE) ACTIVELY HELPFUL AND GENUINELY CONCERNED WITH YOUR PROGRESS.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
60%	40%	0%	0%	0%

THE INSTRUCTOR(S) WAS ABLE TO ELICIT PRODUCTIVE, STIMULATING CLASSROOM DISCUSSION

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
40%	40%	0%	20%	0%

THIS COURSE HAS ENCOURAGED CRITICAL THINKING AND ANALYSIS.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
40%	20%	40%	0%	0%

THE COURSE HAS ENCOURAGED VALUES CLARIFICATION AND PROBLEM SOLVING.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
20%	60%	0%	20%	0%

4. ASSIGNMENTS, FEEDBACK, AND GRADING

EXAMINATIONS AND PAERS HAVE BEEN DESIGNED TO REFLECT AND UTILIZE THE COURSE MATERIAL.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
60%	0%	20%	20%	0%

EXAMINATIONS AND PAPERS HAVE BEEN CAREFULLY REVIEWED AND JUDGED FAIRLY.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
40%	40%	20%	0%	0%

EXAMINATIONS AND PAPERS HAVE REQUIRED YOU TO INTEGRATE THE VARIOUS DISCIPLINES UTILIZED IN CLASS.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
20%	40%	40%	0%	0%

EXAMINATIONS AND/OR PAPERS HAVE BEEN DESIGNED TO ENCOURAGE CRITICAL THINKING AND WRITING.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
40%	20%	20%	20%	0%

BUS 24 BUSINESS ETHICS
YEAR: FALL 1987
CREDIT HOURS: 3

1. ORGANIZATION AND PLANNING

THE COURSE HAS BEEN ADEQUATELY PLANNED IN AN ORDERLY MANNER.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
64%	29%	7%	0%	0%

COURSE OBJECTIVES HAVE BEEN OUTLINED AND EXPLAINED IN A CLEAR AND UNDERSTANDABLE FASHION.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
64%	29%	7%	0%	0%

2. METHODS AND STYLE OF PRESENTATION

LECTURES WERE PRESENTED IN A CLEAR AND EFFECTIVE MANNER

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
71%	21%	7%	0%	0%

GUEST LECTURERS ENHANCED YOUR UNDERSTANDING AND MADE YOU AWARE OF DIFFERENT WAYS OF VIEWING THE COURSE MATERIAL.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
29%	36%	14%	14%	7%

VISUAL AIDS USED IN THIS CLASS WERE INFORMATIVE, INTERESTING, AND RELEVANT.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
17%	50%	0%	17%	17%

THE USE OF VARIOUS DISCIPLINARY PERSPECTIVES IMPROVED MY UNDERSTANDING OF THE SUBJECT MATTER.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
69%	8%	15%	8%	0%

3. LEARNING ENVIRONMENT

THE INSTRUCTOR(S) WAS (WERE) ACTIVELY HELPFUL AND GENUINELY CONCERNED WITH YOUR PROGRESS.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
64%	36%	0%	0%	0%

THE INSTRUCTOR(S) WAS ABLE TO ELICIT PRODUCTIVE, STIMULATING CLASSROOM DISCUSSION

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
79%	21%	0%	0%	0%

THIS COURSE HAS ENCOURAGED CRITICAL THINKING AND ANALYSIS.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
86%	14%	0%	0%	0%

THE COURSE HAS ENCOURAGED VALUES CLARIFICATION AND PROBLEM SOLVING.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
86%	14%	0%	0%	0%

4. ASSIGNMENTS, FEEDBACK, AND GRADING

EXAMINATIONS AND PAERS HAVE BEEN DESIGNED TO REFLECT AND UTILIZE THE COURSE MATERIAL.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
71%	29%	0%	0%	0%

EXAMINATIONS AND PAPERS HAVE BEEN CAREFULLY REVIEWED AND JUDGED FAIRLY.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
71%	29%	0%	0%	0%

EXAMINATIONS AND PAPERS HAVE REQUIRED YOU TO INTEGRATE THE VARIOUS DISCIPLINES UTILIZED IN CLASS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
71%	29%	0%	0%	0%

EXAMINATIONS AND/OR PAPERS HAVE BEEN DESIGNED TO ENCOURAGE CRITICAL THINKING AND WRITING.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
79%	21%	0%	0%	0%

EN 215 HERO IN LITERATURE
YEAR: FALL 1987
CREDIT HOURS: 3

1. ORGANIZATION AND PLANNING

THE COURSE HAS BEEN ADEQUATELY PLANNED IN AN ORDERLY MANNER.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
33%	47%	13%	0%	7%

COURSE OBJECTIVES HAVE BEEN OUTLINED AND EXPLAINED IN A CLEAR AND UNDERSTANDABLE FASHION.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
20%	47%	20%	7%	7%

2. METHODS AND STYLE OF PRESENTATION

LECTURES WERE PRESENTED IN A CLEAR AND EFFECTIVE MANNER

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
27%	27%	27%	7%	13%

GUEST LECTURERS ENHANCED YOUR UNDERSTANDING AND MADE YOU AWARE OF DIFFERENT WAYS OF VIEWING THE COURSE MATERIAL.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
27%	33%	27%	7%	7%

VISUAL AIDS USED IN THIS CLASS WERE INFORMATIVE, INTERESTING, AND RELEVANT.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
21%	21%	29%	7%	21%

THE USE OF VARIOUS DISCIPLINARY PERSPECTIVES IMPROVED MY UNDERSTANDING OF THE SUBJECT MATTER.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
13%	20%	40%	13%	13%

3. LEARNING ENVIRONMENT

THE INSTRUCTOR(S) WAS (WERE) ACTIVELY HELPFUL AND GENUINELY CONCERNED WITH YOUR PROGRESS.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
27%	33%	20%	7%	13%

THE INSTRUCTOR(S) WAS ABLE TO ELICIT PRODUCTIVE, STIMULATING CLASSROOM DISCUSSION

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
7%	13%	33%	20%	27%

THIS COURSE HAS ENCOURAGED CRITICAL THINKING AND ANALYSIS.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
27%	27%	20%	7%	20%

THE COURSE HAS ENCOURAGED VALUES CLARIFICATION AND PROBLEM SOLVING.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
21%	14%	29%	7%	29%

4. ASSIGNMENTS, FEEDBACK, AND GRADING

EXAMINATIONS AND PAERS HAVE BEEN DESIGNED TO REFLECT AND UTILIZE THE COURSE MATERIAL.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
40%	20%	27%	7%	7%

EXAMINATIONS AND PAPERS HAVE BEEN CAREFULLY REVIEWED AND JUDGED FAIRLY.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
47%	27%	7%	0%	20%

EXAMINATIONS AND PAPERS HAVE REQUIRED YOU TO INTEGRATE THE VARIOUS DISCIPLINES UTILIZED IN CLASS.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
40%	33%	20%	7%	0%

EXAMINATIONS AND/OR PAPERS HAVE BEEN DESIGNED TO ENCOURAGE CRITICAL THINKING AND WRITING.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
47%	27%	7%	20%	0%

PH 200 EXISTENTIALISM
YEAR: FALL 1987
CREDIT HOURS: 3

1. ORGANIZATION AND PLANNING

THE COURSE HAS BEEN ADEQUATELY PLANNED IN AN ORDERLY MANNER.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
63%	31%	6%	0%	0%

COURSE OBJECTIVES HAVE BEEN OUTLINED AND EXPLAINED IN A CLEAR AND UNDERSTANDABLE FASHION.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
50%	31%	13%	6%	0%

2. METHODS AND STYLE OF PRESENTATION

LECTURES WERE PRESENTED IN A CLEAR AND EFFECTIVE MANNER

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
50%	44%	6%	0%	0%

GUEST LECTURERS ENHANCED YOUR UNDERSTANDING AND MADE YOU AWARE OF DIFFERENT WAYS OF VIEWING THE COURSE MATERIAL.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
20%	60%	20%	0%	0%

VISUAL AIDS USED IN THIS CLASS WERE INFORMATIVE, INTERESTING, AND RELEVANT.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
40%	60%	0%	0%	0%

THE USE OF VARIOUS DISCIPLINARY PERSPECTIVES IMPROVED MY UNDERSTANDING OF THE SUBJECT MATTER.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
38%	50%	13%	0%	0%

3. LEARNING ENVIRONMENT

THE INSTRUCTOR(S) WAS (WERE) ACTIVELY HELPFUL AND GENUINELY CONCERNED WITH YOUR PROGRESS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
56%	31%	13%	0%	0%

THE INSTRUCTOR(S) WAS ABLE TO ELICIT PRODUCTIVE, STIMULATING CLASSROOM DISCUSSION

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
44%	44%	13%	0%	0%

THIS COURSE HAS ENCOURAGED CRITICAL THINKING AND ANALYSIS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
75%	25%	0%	0%	0%

THE COURSE HAS ENCOURAGED VALUES CLARIFICATION AND PROBLEM SOLVING.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
56%	31%	13%	0%	0%

4. ASSIGNMENTS, FEEDBACK, AND GRADING

EXAMINATIONS AND PAERS HAVE BEEN DESIGNED TO REFLECT AND UTILIZE THE COURSE MATERIAL.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
56%	38%	0%	6%	0%

EXAMINATIONS AND PAPERS HAVE BEEN CAREFULLY REVIEWED AND JUDGED FAIRLY.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
56%	44%	0%	0%	0%

EXAMINATIONS AND PAPERS HAVE REQUIRED YOU TO INTEGRATE THE VARIOUS DISCIPLINES UTILIZED IN CLASS.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
56%	25%	19%	0%	0%

EXAMINATIONS AND/OR PAPERS HAVE BEEN DESIGNED TO ENCOURAGE CRITICAL THINKING AND WRITING.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
88%	6%	6%	0%	0%

PSY 21 PSYCHOLOGY OF LOSS
YEAR: FALL 1987
CREDIT HOURS: 3

1. ORGANIZATION AND PLANNING

THE COURSE HAS BEEN ADEQUATELY PLANNED IN AN ORDERLY MANNER.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
78%	13%	9%	0%	0%

COURSE OBJECTIVES HAVE BEEN OUTLINED AND EXPLAINED IN A CLEAR AND UNDERSTANDABLE FASHION.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
65%	30%	4%	0%	0%

2. METHODS AND STYLE OF PRESENTATION

LECTURES WERE PRESENTED IN A CLEAR AND EFFECTIVE MANNER

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
78%	22%	0%	0%	0%

GUEST LECTURERS ENHANCED YOUR UNDERSTANDING AND MADE YOU AWARE OF DIFFERENT WAYS OF VIEWING THE COURSE MATERIAL.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
83%	17%	0%	0%	0%

VISUAL AIDS USED IN THIS CLASS WERE INFORMATIVE, INTERESTING, AND RELEVANT.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
74%	26%	0%	0%	0%

THE USE OF VARIOUS DISCIPLINARY PERSPECTIVES IMPROVED MY UNDERSTANDING OF THE SUBJECT MATTER.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
74%	26%	0%	0%	0%

3. LEARNING ENVIRONMENT

THE INSTRUCTOR(S) WAS (WERE) ACTIVELY HELPFUL AND GENUINELY CONCERNED WITH YOUR PROGRESS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
77%	18%	5%	0%	0%

THE INSTRUCTOR(S) WAS ABLE TO ELICIT PRODUCTIVE, STIMULATING CLASSROOM DISCUSSION

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
68%	27%	0%	5%	0%

THIS COURSE HAS ENCOURAGED CRITICAL THINKING AND ANALYSIS.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
73%	23%	5%	0%	0%

THE COURSE HAS ENCOURAGED VALUES CLARIFICATION AND PROBLEM SOLVING.

STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
77%	23%	0%	0%	0%

4. ASSIGNMENTS, FEEDBACK, AND GRADING

EXAMINATIONS AND PAERS HAVE BEEN DESIGNED TO REFLECT AND UTILIZE THE COURSE MATERIAL.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
83%	17%	0%	0%	0%

EXAMINATIONS AND PAPERS HAVE BEEN CAREFULLY REVIEWED AND JUDGED FAIRLY.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
78%	22%	0%	0%	0%

EXAMINATIONS AND PAPERS HAVE REQUIRED YOU TO INTEGRATE THE VARIOUS DISCIPLINES UTILIZED IN CLASS.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
82%	18%	0%	0%	0%

EXAMINATIONS AND/OR PAPERS HAVE BEEN DESIGNED TO ENCOURAGE CRITICAL THINKING AND WRITING.

STRONGLY AGREE				STRONGLY DISAGREE
1	2	3	4	5
83%	13%	4%	0%	0%

NARRATIVE DESCRIPTION OF STUDENT EVALUATIONS

To assess the impact of core courses on students, the Core Curriculum Committee designed a special evaluation instrument to be administered at the end of each core course. The evaluation form allowed for both objective and subjective responses to a variety of questions. In addition to the written evaluations, the Committee conducted interviews with students who were in the process of completing core courses. The Committee found the interviews and written remarks useful because they indicated some of the reasons behind the favorable or negative numerical ratings that students had selected. The following paragraphs attempt to summarize students' perceptions of their core courses and are based on comments elicited through open-ended questions and interviews. In assessing the value of the core experience from the students' point of view, the Committee focused on four basic criteria:

1. The extent to which students felt they had benefited from an integrative, interdisciplinary learning experience;
2. The extent to which core courses had emphasized critical thinking;
3. The extent to which a high level of student involvement in learning had been encouraged and achieved; and
4. The extent to which core courses had been perceived as rigorous and intellectually challenging.

The interdisciplinary nature of core courses was considered a positive feature by many students. While most students admitted that it had been difficult at first to make connections across the disciplines, they also agreed that the mental effort had helped them to

become more flexible thinkers. Some students referred to the sense of emerging maturity that resulted when one was forced to examine issues fro different perspectives. Other students felt they had developed a new appreciation for the complexity of many issues encountered in their core courses. This was reinforced in courses where they had the opportunity to observe two professors attempting to reconcile their divergent points of view and bridge the gap between their respective disciplines. On the whole, students judged the team-taught course to be a better vehicle for integrating the disciplines than those taught by a single instructor supported by guest lecturers.

Not everyone felt that the interdisciplinary experience had been successful. Although there were only a few dissenting voices, some people did point out one of the potential pitfalls for a core instructor: the tendency to bring too many different perspectives to bear on a given topic. In some cases, the amount of material presented seemed overwhelming and the connections between disciplines appeared tenuous or difficult to grasp. Faculty are aware of this problem, and it should be noted that core courses tend to become more streamlined and more tightly organized as faculty refine their original course outlines after teaching a course for the first time.

In response to questions concerning critical thinking, students provided many examples of the way in which their core courses had stimulated, encouraged, and demanded a high level of critical thought. For some students, critical thinking meant assimilating new ideas that expanded their awareness. In the course Studies in Modern Film, for example, students found that after learning to respond to film as a highly visual art form, they were able to analyze and appreciate films

in more sophisticated ways.

For many respondents, critical thinking implied facing up to the notion that there are no absolutes: there are simply problems and issues that one must examine as thoughtfully as one can, given the available facts. For another group of students, critical thinking was synonymous with personal growth, with the ability to make mature choices when confronted with difficult life situations or to scrutinize one's own values in an honest manner. This connection between critical thinking, clarification of values, and personal growth was particularly evident in a course such as Psychology of Loss.

When commenting on the teaching techniques used to stimulate critical thought, students mentioned the case study method as an especially effective approach. The use of case studies in a course entitled Ethical Thought and the Business Environment produced approving statements such as the following: "The case studies are really interesting. This is one course that I keep thinking about after the class is over." Carefully designed assignments for writing papers and well structured, essay-type examination questions were also cited by respondents who felt that core courses had greatly improved their reasoning and problem-solving abilities.

Another of the expressed aims of the core curriculum is to encourage a high level of student involvement in learning. The novel experience of observing two professors exchange ideas from their own disciplinary perspectives was for some students an incentive to join in the dialogue. Furthermore, students felt that the variety of topics and teaching methods found in core courses helped to sustain their interest in the course material. Abstract theories and concepts were

often brought to life through the presentations of guest speakers, many of whom had personal experiences and insights to share with their audiences. Audio-visual materials for enrichment were frequently used in core courses, a practice that was enthusiastically endorsed by many students. Their sense of involvement seemed to be heightened by the various films that translated ideas into dramatic terms and often evoked an emotional response.

Another kind of involvement mentioned by students was the process of writing papers. This was looked upon as an exercise that forced them to think more deeply about certain issues and their own attitudes towards them. Students also spoke appreciatively about classes in which lively discussions had taken place. This usually happened as a result of the instructor's planning: techniques such as Socratic questioning, teacher-led discussion, and structured small group exercises were all considered effective in generating productive discussion. In the view of some students, however, discussion was neglected due to the instructor's sense of urgency about covering the assigned material. One student's comments aptly characterize this dilemma: "This is the most fascinating course I've ever taken. So many topics come up that I would really like to discuss but we never seem to have time." Faculty, of course, are sensitive to this problem, and it should be noted that discussion periods are often made an integral part of the course outline when new courses are subsequently revised and restructured.

When asked whether they perceived their core courses as rigorous and intellectually challenging, the majority of students agreed with this description. They were in favor of the rule that permits only

sophomores to enroll in core courses; many admitted that as freshmen they would not have been ready for the demands now placed upon them by their core instructors. A number of students indicated that the amount of out-of-class reading and writing was especially heavy in courses taught by two instructors.

As might be expected, students with high grade point averages have not only been successful in core courses but have chosen to take additional core courses as electives. This group includes a high percentage of people intending to earn a bachelor's degree after graduating from Hilbert. In their view, core courses will prepare them for the academic challenges they expect to encounter at the junior and senior level.

While core courses are well suited to the academically talented individual, experience has shown that an average student who puts forth the necessary effort will also succeed in fulfilling course requirements. One resource that has proved valuable to both students and core instructors is the college's Writing Lab, which offers tutorial assistance to students as they go through the process of composing critical essays and term papers. Even though students enrolled in core courses must have completed two semesters of freshman English, they are encouraged to use the Lab in order to progress from competence to greater mastery of the writing process.

APPENDIX VIII

FACULTY SELF-EVALUATION FORM
WITH SAMPLE RESPONSES

Course title:_____

Instructor:_____

Semester:_____

Method of Instruction: (team-taught, teacher led, or host format)

1. Overall has this course been a successful experience? Explain.

SAMPLE RESPONSES:

- Yes. It was fun continually challenging students to think in various ways about a given situation. They seemed to respond well.
- By the end of the semester the majority of students were able to comfortably integrate existentialist terminology and ideas into their critical evaluation of literature and to do so in a manner which indicated a real understanding. The course challenges students to think in a manner in which they are not accustomed and to approach literature from a totally new perspective. The students, for the most part, rose to the challenge.
- The course was successful because of the class's enthusiasm and because it was organized clearly.

2. Have you felt comfortable with the interdisciplinary method used in your class? Explain.

SAMPLE RESPONSES:

- Yes, the integration of the disciplines is easily achieved in this course with the philosophy providing the analytical framework for the literature.
- I feel the interdisciplinary approach to instruction brings a richness and diversity to the classroom. The students are exposed to a variety of styles of presentation which stimulates creative thinking and seems to maintain a high interest level.

6. How successful has the course been in improving the quality of critical writing? Explain.

SAMPLE RESPONSES:

- The nature of the research paper forced the students to examine the topic across a variety of areas. In the future, greater emphasis will highlight the need for the student to use their research to support their own conclusions. Reliance on another's opinions, ideas, and thoughts, rather than their own, continues to be a hurdle.
- Very successful, for the most part. This semester the approach in assigning written assignments was much more directive, giving the student the essential approach to be employed. The difference between the first writing sample and the later ones showed integration of new vocabulary, thought processes, and insight.
- Essay questions on the exams required integration of material and the students drawing on their own conclusions. The younger students with less life experience and lack of exposure to this type of inquiry were less comfortable with this format. They perfer content questions rather than thinking, probing investigative ones.

7. How successful has the course been in developing problem solving and critical thinking skills? Explain.

SAMPLE RESPONSES:

- The course provided students with a new framework in which to examine literature. The students met the challenge to break out of a simple plot-character approach to literary analysis and assisted them in broadening their analytical skills.
- The course was successful in its relentless insistence on the need to think critically, to analyze, to evaluate and to integrate different perspectives in approaching a topic which, in this case, happened to be a scientific one.
- The improvement corresponded to student ability. The best improved most dramatically; the poorest improved less noticeably.
- As long as one doesn't ask the students about critical thinking directly, one can see the development as per their journals and improvement in handling essay questions. It seems to be a silent development process that occurs by example, rather than formal structured techniques.
- I think that the course has been quite successful in this area. Each class the students were called upon to think through a case. I could see the improvement by December. There were no "I feel" responses by the end of the course. Rather, "I think that...because" became more typical.

3. Were there any particular methods of integration used in your class that proved to be particularly successful? Explain.

SAMPLE RESPONSES:

- The team taught approach in which both instructors contribute to all lectures, offering insights, examples, discussion was most effective.
- Integration is enhanced when students have exposure to a variety of informational formats and perspectives regarding a topic. For example, the use of a speaker, a videotape, reserve reading, etc., all relating to the topic but from different perspectives, can truly broaden and enrich the student's understanding and relevance of the subject.
- Small and large group discussions, where groups of students selected, discussed among themselves, then presented responses to a list of questions generated by the instructor.
- Small group discussion on well structured topics such as a case example was successful.
- The case study approach to each topic proved quite successful. Having the students form groups, discuss the case and then report on it generated the best discussions. One of the guidelines given each group was that they connect their ideas to a particular philosophical theory. (A core course in the Business Division)

4. Were any methods particularly disappointing? Explain.

SAMPLE RESPONSES:

- Unless large group discussions were well structured, the weaker, less attentive student became lost and disinterested.

5. Have students been able to integrate materials from each discipline used in class? Explain.

SAMPLE RESPONSES:

- Yes. In some students and some instances there was outstanding integration. Nonetheless, there is an extremely wide range of abilities in this respect. Some students are able to do this at the onset; others develop this ability as the course progresses, while some seem never to be able to develop this skill and continue to respond in a superficial way.
- Suprising well. Not only the best students would do this, but even average students could synthesize reasonably well. All students improved at this as the course progressed. The poorest students experienced great difficulty.

8. Did you have any logestical or financial problems in providing appropriate texts, A-V materials, or guest lecturers for your class? Have these been corrected?

(Responses are not applicable to the needs of the Conference. Most responses noted the difficulty of securing textbooks that meet the unique needs of Core Courses.)

9. How well did guest lecturers complement your class?

SAMPLE RESPONSES:

- There was excellent integration of guest speakers with the course content.
- Extremely well.
- Guest lecturers truly facilitated the exchange of information and were able to emphasize the practical aspects of their knowledge and experience. All were able to present on a level which grasped the students' attention and comprehension.

10. What plans do you have to change the course in the future?

SAMPLE RESPONSES:

- I plan to provide a separate more detailed handout on the expectations for the research paper. I will evaluate the paper on discrete areas which will force the students to examine a topic from a multi-dimensional forces.
- (Changes in site and time slot to allow more in-class discussion)
- I would keep the same format and merely change several selections.

APPENDIX IX

SAMPLE COURSE OUTLINES

Hilbert College
Hamburg, New York

COURSE GUIDELINES

English 215: The Concept of the Hero in Literature
(3 credit hours)
Prerequisites: English 101, 102
Fall Semester 1987

Mr. Ernst, Associate Professor
Office: Room 116, Bogel Hall
Office Hours: MWF 12:30 p.m.-1:00 p.m.; T 11:00 a.m.-12:00 p.m., 5:00 p.m.-6:00 p.m.; Th 11:00 a.m.-12:00 p.m.; & by appointment

I. Objectives

The approach to literary study implied by this course accepts the concept of the "hero" as an indispensable construct of fiction that reflects in aspect and meaning the world view (Weltanschauung) of the writer, the spirit of his age (Zeitgeist) and the technical demands of his chosen genre (poem, play, novel). The course examines critically the concept of hero--as a paradigm of human behavior and thought, of meaningful aspiration and achievement--by studying eight selected works broadly reflective of and responsive to the aesthetic, social, philosophical, moral, and cultural concerns of particular historical eras. By using literary selections that span several centuries as a gloss upon the concept "hero," the plan of the course is to trace the evolution of that concept by documenting the changing representation of the hero in literature and to show how that evolution is consistent with the changing attitudes, value systems, and cultural imperatives of different periods in literary history.

Selections have been chosen for range and variety of authorship (Sophocles, Voltaire, Goethe, Oscar Wilde, John Gardner); genre (poetry, drama, novel); civilization/nationality (Mesopotamian, Greek, English, Spanish, French, German, and American); and period (the Age of Antiquity, the Middle Ages, the Renaissance, the Enlightenment, the Romantic Period, the Victorian Age, and the Modern/Post-Modern Era). The readings will be assigned in chronological order. Thus the course of study will examine in turn the Epic Hero (the anonymous Gilgamesh), the Tragic Hero (Sophocles' Oedipus Tyrannus), the Courtly Hero (the anonymous Sir Gawain and the Green Knight), the Picaresque Hero (the anonymous Lazarillo de Tormes), the Enlightenment Hero (Voltaire's Candide, or Optimism), the Romantic Hero (Goethe's The Sorrows of Young Werther), the Decadent Hero (Oscar Wilde's The Picture of Dorian Gray), and the Existential Hero (John Gardner's Grendel).

Aside from aims specific to this course, the general intent is to impart a body of knowledge that will encourage perceptive reading, promote critical thinking, foster good writing, and provide occasions for group conceptualization and problem solving.

II. Procedures

The foregoing objectives are addressed by the following procedures: assigned readings, open lectures, periodic group discussions with assigned student leaders, written assignments (take-home papers, in-class tests), presentations by distinguished guests, and regular review of performance through critique of submitted material and in-class review of papers and tests. Student-teacher conferences are encouraged as needed.

II. Procedures con't.

The instructional format for this course is sufficiently novel to merit additional comment. Nine teachers representing English, art, philosophy, religious studies, economics, psychology, and mathematics will share in the teaching activities. One of the nine (Mr. Ernst) will serve as "host" teacher, supervising the course, contributing to discussions on a session-by-session basis, and evaluating all materials submitted for grading. The eight "guest" instructors will make a "backgrounds" presentation, so that each of the eight works is placed in its cultural context.

The intent of this format is to bring together different disciplinary methods and perspectives under one academic "roof" to provide an enriched learning experience for participating students as a contribution to core curriculum integration.

III. Texts and Materials

Books (listed in order of use):

Mason, Herbert, trans. Gilgamesh: A Verse Narrative. New York: Mentor Books/New American Library, 1970.

Sophocles. Oedipus Tyrannus. Trans. & ed. Luci Berkowitz and Theodore F. Brunner. New York and London: W. W. Norton and Co., 1970.

Raffel, Burton, trans. Sir Gawain and the Green Knight. New York and Toronto: Mentor Books/New American Library, 1970.

Onís, Harriet de, trans. The Life of Lazarillo de Tormes. Woodbury, New York: Barron's Educational Series, 1959.

Voltaire. Candide, or Optimism. Trans. and ed. Norman L. Torrey. Arlington Heights Illinois: AHM Publishing Co., 1946.

Goethe, Johann Wolfgang von. The Sorrows of Young Werther, and Selected Writings. Trans. Catherine Hutter. New York: Signet/New American Library, 1962.

Wilde, Oscar. The Picture of Dorian Gray. New York: Oxford UP, 1981.

Gardner, John. Grendel. New York: Ballantine Books, 1971.

Materials:

Handouts for tests, written assignments, and miscellanea will be distributed in class as needed.

Note: All published works should be available for purchase at the Hilbert College Bookstore.

IV. Assignments

Assignments are of two kinds: regularly assigned readings and periodic written work.

The attached course schedule (the syllabus) will provide adequate notice of a assignments, due dates, and tests,

V. Take-Home Papers

Assignment sheets for all take-home papers will be distributed periodically. The assignment sheets will indicate the topic for particular papers and will also provide additional information as needed. A suggested length and due date will be included as well.

All take-home papers are to be typed. (Handwritten work will be subject to grade reduction.) Students are asked to double-space between lines of type and to type on one side of a sheet only.

Unless special permission is granted (e.g., to accommodate illness), late papers submitted within one week after the announced due date will be reduced a full grade (e.g., B becomes a C). Papers more than one week late will receive a failing grade (F = 50). Uncompleted written work (including in-class testing) that is not made up by semester's end will receive a failing grade of F = 0 at the close of the course.

If a due date cannot be met by reason of illness, accident, and the like, it is important that you communicate this information to your instructor (Mr. Ernst) before the due date to see if other arrangements can be made, thus avoiding the system of penalties cited above.

VI. In-Class Tests

Students will receive advance notice of periodic testing (in-class) on all units of work appropriate for examination. During each test students may freely consult the texts adopted for the course and any notes contained therein, but will not be permitted access to other pages of class notes or other study guides. A dictionary and thesaurus may, however, be used.

Every test will consist mainly or exclusively of essay-type questions to be answered in writing during a time interval approximating one class period or slightly more in the case of the last administered test, which will be given during the final examination period. Please write legibly.

Make-up tests will be scheduled for students requiring them. (Advanced notice of anticipated absence would be appreciated.) Such tests may be structured to reflect a higher level of difficulty than that of regularly scheduled examinations.

VII. Evaluation Criteria/Grading

All students are required to complete the following four pieces of written work:

(1) Paper #1 (written at home)--on Gilgamesh;

(2) Mid-Term Test (written in class)--on Oedipus Tyrannus, Sir Gawain and the Green Knight, and Lazarillo de Tormes;

(3) Paper #2 (written at home)--on Candide, or Optimism;

(4) Final Examination (written in class)--on The Sorrows of Young Werther, The Picture of Dorian Gray, and Grendel.

Papers #1 and #2, as well as the Mid-Term will be counted equally. The grade for the final examination will be doubled. It should be clear from the foregoing

Evaluation Criteria/Grading con't..

that student performance on papers and tests, as discussed on the previous page, constitutes the main basis for grading.

No student will receive a course grade lower than that indicated by his/her average. However, the individual course grades may be raised to the next highest grade, at the discretion of the instructor (Mr. Ernst), on the basis of the following considerations, in conjunction with each other, but beginning with the first: (1) attainment of a course average that is very close to the next highest grade; (2) cumulative improvement in performance during the semester; (3) outstanding class participation; (4) satisfactory attendance record; and (5) full cooperation in observance of course procedures (as set forth in the Course Guidelines) and classroom protocols (e.g., arrival to class on time, leaving early without prior permission from the instructor).

Computation of Final Grade for the Course

All marks for papers/tests will take the form of letter grades convertible to numerical grades for the purpose of averaging to provide a numerical average for the course at semester's end. That numerical average will then be translated into a final letter grade for the course, which will in turn determine the quality point average for the course.

For the relation of letter grades to numerical grades, as established for this course, see the schedule appearing below. (Note: The letter/number relationships between Columns 1-3 apply to this course only, as taught by Mr. Ernst. However, the relationship between course grade and quality point average shown in Columns 3-4 is consistent with schoolwide policy at Hilbert College.)

Column 1	Column 2	Column 3	Column 4
If your letter grade for any of the papers or tests is the following:	Then the corresponding numerical range implied by that letter grade is this:	Depending on the numerical range within which your course average falls, your course grade would be:	And your quality point average for the course would therefore be the following:
A+	97.5 - 100	A	4.0
A	90.5 - 97.4	A	4.0
A-	89.5 - 90.4	A-	3.7
B+	87.5 - 89.4	B+	3.3
B	80.5 - 87.4	B	3.0
B-	79.5 - 80.4	B-	2.7
C+	77.5 - 79.4	C+	2.3
C	70.5 - 77.4	C	2.0
C-	69.5 - 70.4	C-	1.7
D+	67.5 - 69.4	D+	1.3
D	60.5 - 67.4	D	1.0
D-	59.5 - 60.4	D-	0.7
F	0 - 59.4	F	0.0

As shown in Column 2, decimal figures of 0.5 or more will be rounded off routinely to the next highest number.

IX. Attendance

Daily attendance will be taken in accordance with Hilbert College policy. Students may take as many as two excused/unexcused absences with impunity. An excused absence must be communicated to the instructor (Mr. Ernst) before class begins for that day. During absence students are responsible for all material discussed, assigned, or due. Students absent no more than twice during the semester will receive two points added to their overall grade average at semester's end. Students absent more than half the number of class periods for this course may be subject to significant grade reduction at the end of the semester.

X. Plagiarism

"Plagiarism" is derived from plagiarius, the Latin word for "kidnapper." Whether committed with full knowledge or out of ignorance, plagiarism is an offense in which one takes credit for ("kidnaps") the words or ideas of another. Evidence of plagiarism or unlawful "collaboration" will result in a failing grade of "0" for the assignment in question. Any student suspected of plagiarism will be afforded the opportunity to give testimony before an English faculty committee empowered to take appropriate academic action.

In this course there are no research projects as such. However, if you choose to cite any of the works listed under "Bibliography" (or any other works), you need to document attributions scrupulously. If you quote from one or more of the assigned texts for the course in any of your papers or in-class tests, it is expected that you will provide page numbers for novels, page and line numbers for poems, and act, scene, and line numbers for plays.

If your choice of text(s) differs from the one(s) assigned for this course, it is also important that you provide a footnote and/or bibliography reference in which you indicate what edition you are using (author, title, editor and/or translator, city of publication, publisher, and date of publication). Otherwise, your citation of lines, pages, and the like will be of little use to your reader, who would ordinarily be consulting the appropriate texts assigned for the course. Please be careful to observe these instructions.

XI. Bibliography

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Carlyle, Thomas. On Heroes, Hero-Worship, and the Heroic in History. Ed. Carl Niemayer. Lincoln: U of Nebraska P, 1966.

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Fishwick, Marshall William. The Hero, American Style. New York: David McKay Co., 1969.

Galloway, David D. The Absurd Hero in American Fiction: Updike, Styron, Bellow, and Salinger. Rev. ed. Austin: U of Texas P, 1970.

Goldberger, Avriel. Visions of a New Hero, the Heroic Life According to André Malraux and Earlier Advocates of Human Grandeur. Paris: Lettres modernes, 1965.

Goodrich, Norma Lorre. Myths of the Hero. New York: Orion P, 1962.

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Hadas, Moses, and Morton Smith. Heroes and Gods: Spiritual Biographies in Antiquity. New York: Harper and Row, 1965.

Hook, Sidney. The Hero in History: A Study in Limitation and Possibility. London: Secker and Warburg, 1945.

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Norman, Dorothy. The Hero: Myth, Image, Symbol. New York: World Publishing Co., 19

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Rank, Otto. The Myth of the Birth of the Hero, and Other Writings. Ed. Philip Fr New York: Vintage Books, 1964.

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Righter, William. The Rhetorical Hero: An Essay on the Aesthetics of André Malre London: Routledge and Kegan Paul, 1964.

xi. Bibliography con't.

Ruotolo, Lucio P. Six Existential Heroes: The Politics of Faith. Cambridge: Harvard UP, 1973.

Thorsley, Peter Larsen. The Byronic Hero: Types and Prototypes. Minneapolis: U of Minnesota P, 1962.

Wecter, Dixon. The Hero in America: A Chronicle of Hero-Worship. New York: Charles Scribner's Sons, 1941.

Weinberg, Helen. The New Novel in America: The Kafkan Mode in Contemporary Fiction. Ithaca: Cornell UP, 1970.

English 215: The Hero in Literature
Fall Semester 1987

Hilbert College

ASSIGNMENT SCHEDULE (1st Installment)

TUESDAY	THURSDAY
	September 10 INTRODUCTION/ORIENTATION Handout Course Guidelines & Assignment Schedule (1st Installment)
September 15 ON HEROES & ROLE MODELS Assignment on Defining the "Hero" (due today) THE FOUR ONGOING AREAS OF STUDY (1) The Hero (profiled & textualized); (2) The Text (generically centered & informed); (3) The Context (culturally preconditioned); (4) The Disciplinary Perspective (genealogically related to hero, text, and context)	September 17 INTRODUCTION TO THE EPIC HERO Guest: Ms. Linda Bernstein (mathematics) Gilgamesh, pp. 97-105, 107-26 (skim)
September 22 THE EPIC HERO Gilgamesh, pp. 11-50 Handout On Sumerian/Babylonian art, alphabet, & culture	September 24 THE EPIC HERO Gilgamesh, pp. 51-150 GROUP DISCUSSION Topic — Student Leader Hero..... Text..... Context..... Discipl. Perspective..... PAPER #1 assigned for 10/1/87
September 29 INTRODUCTION TO THE TRAGIC HERO Guest: Mr. William Kindred (philosophy) Sophocles, Oedipus Tyrannus, pp. vii-viii, 34 (map) (You are invited, but not obliged, to read any of the secondary materials included in our text, either now or in the weeks ahead)	October 1 THE TRAGIC HERO Sophocles, Oedipus Tyrannus, pp. 3-13 (to entrance of Oedipus) PAPER #1 Due

English 215: The Hero in Literature
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Mr. Ernst, Associate Professor
Hilbert College

ASSIGNMENT SCHEDULE (1st Installment) con't.

TUESDAY	THURSDAY
October 6 THE TRAGIC HERO Sophocles, Oedipus Tyrannus, pp. 13-33 GROUP DISCUSSION Topic ..... Student Leader Hero..... Text..... Context..... Discipl. Perspective...	October 8 INTRODUCTION TO THE COURTLY HERO Guest: Ms. Jocelyn Hughes (English, as literary history) Sir Gawain and the Green Knight, pp. 127-44 (skim)
October 13 THE COURTLY HERO Sir Gawain and the Green Knight, pp. 9-81	October 15 THE COURTLY HERO Sir Gawain and the Green Knight, pp. 81-125 GROUP DISCUSSION Topic ..... Student Leader Hero..... Text..... Context..... Discipl. Perspective....
October 20 INTRODUCTION TO THE PICARESQUE HERO Guest: Mr. Patrick Heraty (economics) Lazarillo de Tormes, pp. v-xviii, 1-19.	October 22 THE PICARESQUE HERO Lazarillo de Tormes, pp. 20-69
October 27 THE PICARESQUE HERO Lazarillo de Tormes, pp. 70-74 GROUP DISCUSSION Topic ..... Student Leader Hero..... Text..... Context..... Discipl. Perspective.....	October 29 MID-TERM TEST (On Oedipus Tyrannus, Sir Gawain and the Green Knight, & Lazarillo de Tormes)

English 215: The Hero in Literature
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ASSIGNMENT SCHEDULE (2nd Installment)

TUESDAY	THURSDAY
November 3 INTRODUCTION TO THE ENLIGHTENMENT HERO Voltaire, Candide, or Optimism, pp. ix-x, Chps. 1-16, pp. 1-51	November 5 THE ENLIGHTENMENT HERO Guest: Fr. Bernard Olszewski (religious studies) Voltaire, Candide, Chps. 17-24, pp. 52-90 PAPER #2 assigned for 11/12/87
November 10 THE ENLIGHTENMENT HERO Voltaire, Candide, Chps. 25-30, pp. 91-115 GROUP DISCUSSION Topic / Student Leader Hero..... Text..... Context..... Discipl. Perspective....	November 12 INTRODUCTION TO THE ROMANTIC HERO Goethe, The Sorrows of Young Werther, pp. vii-xvi, xix, xxi, 23-62 (top) PAPER #2 Due
November 17 THE ROMANTIC HERO Guest: Ms. Bonnie Collins (psychology) Goethe, The Sorrows of Young Werther, pp. 99-127	November 19 THE ROMANTIC HERO Goethe, The Sorrows of Young Werther, pp. 131-53
November 24 THE ROMANTIC HERO DISCUSSION GROUP Topic / Student Leader Hero..... Text..... Context..... Discipl. Perspective. INTRODUCTION TO THE DECADENT HERO Guest: Ms. Lee Mitchell (in her art studio) Wilde, The Picture of Dorian Gray, pp. vii-xvi, xx-xxi, xxiii-xxiv	November 26 THANKSGIVING RECESS--NO CLASSES!

English 215: The Hero in Literature
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Hilbert College

ASSIGNMENT SCHEDULE (2nd Installment) con't.

TUESDAY	THURSDAY
December 1 THE DECADENT HERO Guest: Ms. Lee Mitchell (art) (Class held in her art studio) Wilde, The Picture of Dorian Gray, pp. 1-174	December 3 THE DECADENT HERO Guest: Ms. Lee Mitchell (art) (Class held in her art studio) Wilde, The Picture of Dorian Gray, pp. 175-224 GROUP DISCUSSION Topic ..... Student Leader Hero..... Text..... Context..... Discipl. Perspective.....
December 8 INTRODUCTION TO THE EXISTENTIAL HERO Guest: Mr. Michael Degnan (English, as literary theory) Gardner, Grendel, pp. 1-48 (Chps. 1-4)	December 10 THE EXISTENTIAL HERO Gardner, Grendel, pp. 49-119 (Chps. 5-9)
December 15 THE EXISTENTIAL HERO Gardner, Grendel, pp. 121-52 (Chps. 10-12) GROUP DISCUSSION Topic ..... Student Leader Hero..... Text..... Context..... Discipl. Perspective..	

DATE, TIME, & PLACE OF FINAL EXAMINATION (on The Sorrows of Young Werther, The Picture of Dorian Gray, & Grendel) TO BE ANNOUNCED

Hilbert College
Hamburg, New York

HI 210 - Political Thought and History in Modern Europe
Reverend Dr. B. Olszewski and Dr. J. Crouse
Spring, 1987

Course Description:

This is a team-taught, interdisciplinary course that offers intensified study of the philosophic roots, historical content, and cultural manifestations of four major political movements that dominated modern European history: Absolutism, Liberalism, Totalitarianism, and Socialism.

Philosophically, the course begins with the premise that philosophic thought can and does stimulate both historical events and cultural development within a given society or civilization. This premise will be tested by examining in-depth a number of major philosophers and their works, and then tracing the impact of those ideas on the subsequent political and social history of Europe. Finally, we will analyze examples from the art, music, architecture, and/or literature of each given period as reflections of the philosophic and historic developments.

The course is not intended as a comprehensive survey of the philosophy or history of modern Europe. Rather it seeks to highlight major political/philosophic trends to better the students' understanding of how a civilization evolves, to provide them with a conceptual framework within which to comprehend Western Civilization in particular, and to help them better understand their contemporary world and the cultural heritage we share with Europe.

Course Objectives:

1. To illustrate the power and influence of ideas. We will start each unit with a philosophic concept as articulated by a contemporary of the period in question, and then trace the political impact of that idea, the historical events triggered by it, and its cultural manifestations.

2. To enhance the students' appreciation of the integral connection between ideas, history, and culture. In this way the students should see clearly the "power of the pen" as it influenced the course of Western Civilization.

3. To investigate the relationship of man to the state as it existed in each one of the forms under study. As we continue to seek a mutually beneficial relationship between individual and state, it is important to understand the various combinations of power that have existed in the past.

4. To assist students to understand how people have chosen to organize themselves socially and politically in the past (i.e., their methods of order and authority), and how those organizations have been philosophically justified.

5. To familiarize students with the major philosophic and political concepts of Modern Western civilization.

6. To assist students to critically analyze major philosophical concepts in the abstract and evaluate their concrete historical application in the development of modern civilization. By analyzing the philosophical premises proposed by various thinkers, students will be challenged to judge whether these concepts and theories have been implemented correctly or achieved historical results never envisioned by the philosopher. It is hoped that students will realize that philosophy is not simply the history of ideas in the abstract, but rather a reflection of the larger framework of contemporary civilization.

7. To assist students in developing an historical way of thinking about how modern European ideas and institutions have helped to make us what we are today.

8. To assist students become "historically minded," that is, to form the habit of trying to relate a topic to its historical background. Events and personalities of the past should be appreciated by the present, but they should be judged by the context of the past that surrounds them.

9. To assist students to understand and utilize the complementary but distinct methods and perspective of the disciplines of Philosophy and History. Students will be given the opportunity to see and participate in interdisciplinary sharing. As material is examined from two differing perspectives, they will be able to see the different analytical and problem-solving approaches taken by philsophers and historians.

10. To help students to see the arts not only as aesthetic expression but also as a political and social commentary on the times. By using the arts as mirrors on an age we will be expanding the interdisciplinary approach to a multidisciplinary level.

11. To assist students develop the skills of critical reading, analysis and discussion. This course will not only demand an ability to critique major philosophic tracts, but will also require that the student analyze the corresponding history and culture in light of that critique.

IV TOTALITARIANISM/NAZISM

1. Historic moment

Video tape- "Night and Fog" (the holocaust)
Preliminary discussion of how such an autocracy could be part of a state policy.

2. Philosophic context

-Lecture - trace ideas from Nietzsche, Schopenhauer, Wagner

3. Historic context

Lecture- rise of Hitler
- Nazi state
Guest lecturer, holocaust survivor
Read: Perry, pp. 731-759; handouts

4. Cultural manifestation

-art as propaganda
-Wagner
-Tape- "Triumph of the Will"

PAPER ASSIGNMENT

----------FINAL EXAM----------

APPENDIX X

EVALUATION

Introduction

The Hilbert College Core Curriculum was introduced in Fall 1985 after several years of careful planning. From all that I have been able to determine--based on several visits to the Hilbert campus, interviews with Dr. Joan M. Crouse, Chair of the Core Curriculum Committee and FIPSE Project Director, interviews with the Core Curriculum Committee and with individual Core Curriculum instructors, and based on reading a substantial collection of materials relevant to the Core Curriculum Program (see Appendix B)--I have concluded that Hilbert College has managed admirably to achieve all of the goals it set for itself when the program was initiated.

In what follows, I have attempted to characterize the College's perceptions of its program, the core courses themselves, the role of the Core Curriculum Committee, the procedures employed by the College to evaluate the program, and the relationship of the Core Curriculum Program to the College public lecture series. Since the Core Curriculum, its history, and the planning process that led up to its inception are described in considerable detail by Dr. Crouse and Fr. Bernard Olszewski in a report entitled Core Curriculum, prepared for dissemination at the April 1988 Conference on General Education in the 2-Year College, I have not attempted to duplicate the valuable information found there but have attached it as Appendix A of my evaluation.

Perceptions of the Program

Without exception, the faculty believe that the core curriculum has been a success. One faculty member felt that the core curriculum courses stimulated greater intellectual growth among students than any other courses in the college. Another spoke of being impressed with the kind of specificity generated by the intense discussions in her course. And another found it a moving experience to observe how diligently students struggled to achieve some degree of mastery over two separate disciplines.

In general, the core curriculum faculty were realistic about the program's shortcomings, some of which could be attributed to the program itself, others to factors external to the program. There was some concern that the program was of limited interest to non-motivated students and to students in the Business Division of the College.

Problems within the program itself reflected more the dissatisfaction of conscientious teachers with high expectations of a new and challenging program and with high expectations of

their own and their students' performance. There was concern voiced about unrealistic goals set for some of the core courses, about inappropriate text-books, about assignments that were beyond student capabilities. One faculty member felt that the very concept of integrating two distinct disciplines was overwhelming to his students--a feeling that was perhaps exacerbated by the presence of co-instructors.

As a reflection of the enthusiasm of the faculty for the program, a number were looking forward to improving courses they had already taught once or twice. Some spoke of modifying their topics, of developing new techniques to motivate their students to write more and to participate more in class discussion. One faculty member is contemplating using video in place of some live guest speakers to ensure a greater degree of consistency in the course. Looking to the future, one instructor felt that the present enthusiasm for the core curriculum could wane if the college were not successful in discovering ways of injecting new blood into the program, in the form, perhaps, of new faculty with new ideas and fresh perspectives. There was particular interest expressed in increasing the involvement of non-Liberal Arts faculty; at the moment, the program is staffed almost exclusively by Liberal Arts faculty.

For the faculty I interviewed, the most problematic issue posed by the core curriculum was that of integrating disciplines. Although some faculty members spoke of using guest lecturers as a means of integration, it was by no means clear how the presence of a guest-lecturer ipso facto helped define such integration. One instructor even suggested that integration was really a matter for her students to resolve. As an indication of one of the risks of too exclusive a focus on integration, one of the most articulate of the core curriculum faculty, while praising the success of the program, felt compelled to voice a plea for the need to protect and preserve the integrity of the individual disciplines.

Almost everyone felt that some courses lent themselves beautifully to the interdisciplinary approach while some courses were more problematic. Whether this was due to the nature of the interaction between disciplines or to the skill and sophistication of the teacher (or teachers), or to the use made of guest-lecturers, was not clear.

One of the, perhaps, unexpected benefits of the core curriculum program that emerged from my interviews was the way in which involvement in the program affected the faculty teaching the core courses. For most of them, it was clearly an opportunity to develop professionally, as well as to enhance their feelings of professionalism. One said that it provided a kind of depth to her teaching that she had not experienced before. Another felt that the experience gave her new--and possibly negative--insights into some of the implications of her discipline.

To all of the faculty I interviewed, the administration of Hilbert College has been supportive of the core curriculum program from its inception. Those faculty also felt that the program could not continue without the strong and continued support of the administration. One faculty member had particular praise for the administration's support in encouraging new faculty to join the program. It was also apparent from these interviews that the administration has been respectful of faculty prerogatives in defining and developing a program which is clearly a result of faculty initiative and creativity.

Most faculty members agreed that the funds from the FIPSE grant were helpful in making it possible for the College to purchase materials that supplemented course texts, especially video-tapes. Two instructors felt that additional purchases are still needed to enable them to develop the kinds of courses they envision. They spoke specifically of needing additional video-tapes and full-length films.

The integrity of the course-approval process was repeatedly praised by the faculty I interviewed. All proposals for core courses are not automatically approved by the core curriculum committee; some are returned to the proposers for revision, expansion. None has been rejected, however. It was apparent that the committee was perceived as working closely with individual faculty members to assist them in developing new core courses. This was consistently referred to as one of the strengths of the program in its present state of evolution.

The instructors' evaluations of the core courses confirmed the impressions I had from the interviews of the manner in which the core courses functioned during this introductory period. I was impressed by the degree of latitude given to students in some of the courses, particularly in leading class discussions. And it was clear from these evaluations that the guest-lecture format was a positive addition to those courses that employed it. Team-taught courses also apparently worked well, particularly when both instructors were present at each session.

The evaluations provided some evidence of the success of the attempt to integrate the disciplines. One instructor pointed to real progress his students showed in the acquisition of new critical vocabulary and in developing new thought processes. On the other hand, the integrative process clearly produced a certain amount of frustration for some instructors who were somewhat more skeptical about the possibility of achieving true integration. What most impressed me about those who struggled with this problem was the degree of honesty and thoughtfulness that was reflected in their evaluations.

Some of the evaluations reflected some faculty concern over the lack of student commitment, involvement in the core courses. In several instances, students seemed unclear about the purpose of the core course or of what was expected of them.

Finally, I was impressed with the manner in which several of the instructors took the new core curriculum as a challenge, as an incentive to improvement--not only for the purpose of designing a new course that would clearly reflect what they had learned from a first attempt, but a course that would engage their students more directly and touch their lives more deeply.

My discussion with the core curriculum committee focused on several issues:

1. There are several mechanisms in place for the periodic monitoring of each course to ensure quality and consistency: faculty self-evaluations, student course evaluations, and committee oversight. Members of the committee felt strongly that the committee itself was in the best position to judge the program and to assess its progress.

2. Although College support for the core curriculum program upon the expiration of the FIPSE grant seemed a certainty in everyone's eyes, some members of the committee did express a certain uneasiness about the future. The College's faculty development fund could certainly provide for some of the core program's needs, they felt, but this could also generate resentment, they feared, among faculty not involved in the core program. One member of the committee suggested the possibility of raising outside funds that would be specifically earmarked for core curriculum development. There was mention made too of the need to stockpile courses for future use, perhaps in anticipation of a possible diminution of college financial support for the development of new courses. For the time being, however, the Committee seemed satisfied with maintaining the present corpus of 11 core courses already approved and on the books, and the anticipation of 3 more being approved in the near future.

3. A matter of some concern to the committee was the absence of a more substantial link between the core curriculum program and the College's Business Division. At the moment, there is a single course--Business Ethics--that attempts to integrate Business and another discipline--in this case, Ethics. The impression conveyed to me was that the Business Division was somewhat reluctant to participate more broadly in the core curriculum program.

The Core Courses

The eleven core courses currently on the books consist both of courses developed specifically for the new curriculum and of old courses redesigned to fit the new criteria. As far as I can see, there is no qualitative distinction between these two groups of courses. Three additional courses are currently under consideration and there is every expectation that they will be approved, providing the fourteen core curriculum courses originally envisioned for the program.

These eleven courses here employed a variety of modes of instruction: One has used a total of nineteen guest lecturers over several semesters to introduce a variety of disciplinary approaches to the subject, the host instructor serving as a bridge between lecturers. Six courses have employed several guest-lecturers, but were primarily teacher-led. And four were team-taught; these also made some use of guest lecturers. A number used video-tapes and films to supplement the lectures and discussions.

Of these eleven courses, ten were in the Liberal Arts Division of the College and one was from the Business/Economics Division. Half of the Liberal Arts courses were English courses, two were History, and one each came from Biology, Philosophy and Psychology respectively. The most ambitious of these courses attempted, over several semesters, to integrate literature with a broad variety of other disciplines--mathematics, art, philosophy, history, political science, economics, religion, psychology and biology. Others attempted to integrate several disciplines: literature, music and art; history, philosophy and popular culture; film, social issues, psychology, music and literature; psychology, history, ethics and religion. About half of the courses limited themselves to the integration of two related disciplines: science and social concerns, business and ethics, literature and history, literature and science/technology, history and law, literature and philosophy.

The use of guest-lecturers made it possible for the core faculty to venture into areas for which they themselves had limited expertise. Judging from both faculty and student responses, these guests apparently provided a unique dimension to these core courses and gave the more motivated students an opportunity to see the materials of the course from a variety of perspectives. The use of guest-lecturers also provided graphic illustration of the kind of collegiality that exists at Hilbert, since many of the guests were Hilbert colleagues. Outsiders came from several local colleges and the State University at Buffalo. This use of guest-lecturers also means that a considerable number of Hilbert faculty are directly involved in the core curriculum--far more than the faculty members who are nominally responsible for the eleven courses. Whether intended or not, this use of guest-lecturers has the effect of weaving these core courses more tightly into the very fabric of the College as a whole. This can only strengthen the existence of the core curriculum at Hilbert.

The course descriptions, the evaluations, the student papers and examinations all suggest that, for the most part, these core courses are of high intellectual content, imaginative and challenging for both teachers and students. One or two seem somewhat less intellectually demanding than the rest--at least judging from the course descriptions--but this may be more a reflection of the manner in which the faculty member chose to characterize the course than of any inherent weakness in the course itself. In any case, my impression has been that the Core Curriculum Committee has maintained careful quality control

over courses that it has approved. And, as a further check, all courses are screened again by the College Curriculum Committee before final approval is granted.

I share the concern of a number of faculty that more effort needs to be directed toward the development of core courses that will link the Business Division more closely to the Liberal Arts. The Business Division is, after all, an important component of the Hilbert program and every opportunity must be taken to demonstrate to students the way in which the Hilbert experience is an essentially integrative one. There are certainly a number of legitimate areas of study that would involve the Business Division more directly with the core curriculum without compromising either the intent or the quality of the Core Curriculum Program. For example, the Core Curriculum Committee may want to consider encouraging a course that would integrate a study of a capitalistic free-market economy and a Marxist controlled-market economy with either history or literature or both.

I would also recommend that some attempt be made to include in the curriculum at least one course that would have one of the visual and performing arts as a primary discipline. These arts appear to be more ancillary disciplines in the core courses currently being offered. It is important that students understand that the arts can be an important component of a core curriculum, and that it is possible to approach many issues through the arts. Courses such as, say, Art as Propaganda (e.g., Hogarth's satiric prints, Picasso's Guernica, modern political cartoons, etc.) or Drama as Social Protest (e.g., Brecht's plays, Arthur Miller's, G. B. Shaw's, etc.) could play a significant role in enabling Hilbert undergraduates to understand the role that art plays in shaping social and political attitudes.

As I make these several suggestions for modification of the current core curriculum, I am cognizant of the fact that the evolution of the curriculum will, of necessity, be limited by available faculty and by the fiscal demands of the College's budget. I also recognize that some core courses may only be able to be offered periodically. Nevertheless, it is essential for the program's future that those responsible for its direction--especially the Core Curriculum Committee--keep in mind that the program must be kept in a state of constant ferment: old courses need to be continually reworked, new courses added.

The Core Curriculum Committee

The Core Curriculum Committee has done an admirable job of organizing, administering, and evaluating Hilbert's core curriculum. As far as I can determine, it has functioned efficiently and with great sensitivity to the variety of faculty, student, and administrative needs that had to be considered in order for the core curriculum to work.

As tempting as it may be for the Committee to look back with satisfaction, it is essential for the future of the core curriculum program that the Committee bear in mind that what lies ahead will be just as challenging. For example, although the very nature of the core curriculum program suggests that it will probably always be dominated by Liberal Arts courses, the Core Curriculum Committee needs always to be alert to the possibilities of new combinations of disciplines. If necessary, the Committee might even want to consider soliciting certain courses it feels ought to be in the program. The Committee can be most effective when it plays an active role in these matters. Nothing, I suspect, can make a program begin to stagnate more quickly than a passive Curriculum Committee that defines its role primarily as that of watchdog. It is essential that the Committee accept the fact that there is no curriculum that can afford to remain as it is for very long. It is in the very nature of a college curriculum that it be evolutionary. There must be constant pressure on the program--from every direction--to keep it from becoming stale and overworked.

Finally, the Committee may wish to consider--if it hasn't already--how to deal with some of the negative student responses to the Committee that showed up in some of the evaluations. In some instances, students seemed unclear about the purpose of the core course or of what was expected of them. The Committee may wish to consider a more effective introduction to the core curriculum than currently exists. If the core courses are to be the capstone of their Hilbert experience, perhaps some attention should be paid to this idea from the moment a student enters the college.

Evaluation Procedures

Both the Core Curriculum Committee and the Hilbert administration have taken special care to develop a system of evaluation that provides for responses from all of the relevant constituencies. There are a number of mechanisms in place to assess the performance of individual courses: student course evaluations (employing both quantitative and subjective measurements), faculty self-evaluations, Core Curriculum Committee appraisals of individual faculty performance, and classroom visitation by colleagues and administrators. The reports of those visitations are shared with both the faculty member involved and with the Core Curriculum Committee.

As far as I have been able to determine, the evaluation procedure seems to function quite effectively. It gives Hilbert an opportunity to view the core courses from every possible perspective. Of course, the ultimate usefulness of any mode of evaluation depends in large part on the sensitivity with which it is administered, especially where class-room visitation is involved. I was particularly impressed by the thoughtfulness and sensitivity of the one visitation report I saw (by Dean Hughes). The assessment of the class and the suggestions for improvement

were made in a manner that reflected both honesty and the highest level of collegiality. Collectively, these various modes of program evaluation appear to provide unmistakable evidence that Hilbert's Core Curriculum is working.

Public Lecture Series

The College's public lecture series has proven to be an important asset in helping build a broad base of support for the Core Curriculum Program. Hilbert has made a determined effort to integrate these lectures with the core courses. In many instances, the lectures have expanded upon themes, ideas, concerns of the core curriculum. Although the lecture series began two years before the introduction of the core curriculum, it has gradually evolved into a significant adjunct of the core curriculum. It has helped involve the College as a whole in the activity of the core curriculum. It has been helpful in creating a college-wide environment that has helped sustain the efforts of those faculty involved in designing and teaching the core courses.

Conclusion

In its brief existence, Hilbert's Core Curriculum has established itself as an integral part of the College's two-year program. Both faculty and administration are clearly committed to the program and both have devoted an extraordinary amount of time and energy to ensuring that it will work as the program's framers envisioned. If the program has any limitations, those limitations are more a reflection of the inherent difficulties any institution faces when it attempts so ultimately impossible a task as the integration of knowledge. I could detect no shortcomings in the planning process, in the administration of the program, or in the core curriculum faculty. This is a sound program, carefully conceived and admirably implemented.

Appendix B: Materials Consulted

"Core Curriculum" prepared by Professors Crouse and Olszewski

"Core Courses Organized into Different Categories: For Analysis"

Proposal to FIPSE

Progress Report to FIPSE

Core Course Syllabi

Core Course Proposals

Faculty Course Evaluations

Student Course Evaluations

Various Memoranda to faculty and students concerning evaluations

Student papers from following core courses: History 210, Psychology 214, English 216

Examinations from Psychology 214

Topics for discussion for English 216

APPENDIX XI

COMMENTS TO FIPSE

COMMENTS TO FIPSE, BY THE PROJECT DIRECTOR

The assistance given to our project by FIPSE went well beyond the financial. The genuine interest expressed by the entire FIPSE staff provided the encouragement to exceed the original goals and objectives of the project. The attitude projected by FIPSE that higher education can and should be dynamic, innovative, and constantly evolving provided positive enforcement against the more cynical national mood, FIPSE introduced us to a network of colleagues upon which we can draw for support, assistance, ideas, and friendships long after the termination of this one project. The abstract of FIPSE project directors has become a major resource for making contact with people of like interests and those upon whose ideas we may draw. The annual project directors meeting is one of the best I have attended. The meetings are well planned to bring together people with common interests who serve as in-the-field resources for each other as well as those with very different projects which keep project directors aware of what is happening on other campuses and help to generate new ideas to take back home. This networking was quite evident in the Hilbert Conference on General Education. Three panelists were fellow project directors whom I met at FIPSE meetings. Another provided me with an extensive mailing list of people who were interested in the Core Curriculum. The FIPSE project directors applied additional names. I have also received correspondence and request for materials from people who have similarly contacted me through the directory. Again, while the grant provided us with the necessary funds to implement our project, the greatest resources FIPSE offered was its people.

It is hoped that this project has provided both FIPSE and the staff at Hilbert with a greater appreciation of the quality of education that takes place in the two-year college, and that FIPSE will continue to promote and support innovation in the junior and community colleges. In the future FIPSE will probably be seeing curriculum proposals to revise traditional introductory and survey courses to include non-Western culture and to be gender inclusive. There will also be more attention given to achieving goals outside of the classroom through extra-curricular activities such as lectures, dramatic presentation, literary competition, off-campus cultural activities, etc. In this way the limits of a 64-hour curriculum can be broken and liberal education can become a college-wide experience. The infusion of general education components into existing courses across the disciplines may also be used to achieve liberal objectives and reinforce their values. Another trend that may be seen, although it is counter to the demands of the market place, is the attempt to increase the intellectual demands and challenges of liberal arts courses in the two-year school. Rather than diluting courses to meet the range of abilities among their diverse populations, certain faculty are now working with a renewed committment to raise the students to the level of the material.

Methods:

The course will be multidisciplinary in that it will be taught by two instructors (one from History and one from Philosophy), and it will rely on the expertise of guest lecturers to contribute information on art, music, and literature.

Each unit will begin with an "historic moment" that represents the political philosophy under study, for example, The Court of Versaille, for Absolution; The Crystal Palace Exhibition of 1851, for Liberalism; the Bolshevik Revolution, for Socialism; and the Holocaust, for Totalitarianism. We will then proceed to trace that moment back to its philosophical roots, examine its historical context, and analyze its cultural manifestations.

Assignments:

Readings - Students are expected to complete the readings assigned for each unit before coming to class. In this way the student will better comprehend the lectures and be better prepared to participate in the discussions.

Papers - Students will be expected to complete 3 brief papers (3-4 pages). These will be designed to measure the student's comprehension of the method employed in the class as well as the material.

Exams - There will be a mid-term and a final examination in which the student will be required to apply the perspectives, methods, and knowledge gained in the course to original essay questions. The exams will be deisgned to measure the student's ability to apply the course material to problem-solving/analysis rather than merely memorizing it.

Everyone is expected to take the exams on the scheduled dates. Only with very good reason may a student miss an exam. Should anyone find it impossible to take an exam on the specified date, they should notify the instructor before the exam, not after, and a make-up will be provided.

Grading:

All material will be reviewed and graded by both instructors. Grades will be determined by weighing student input in the following manner:

3 papers	30%
Mid-term	30%
Final	30%
Class participation	10%

Exams will receive numerical grades, but, because of the subjective nature of grading essays, letter grades will be given on papers. Letter grades will be converted in the process of averaging final grades by the following scale. (The same scale will be used to convert final averages to letter grades).

92 - 100	A	72 - 77	C
90 - 91	A-	70 - 71	C-
88 - 89	B+	68 - 69	D+
82 - 87	B	62 - 67	D
80 - 81	B-	60 - 61	D-
78 - 79	C+	Below 60	F

The 10% class participation portion of the grade will be determined by attendance and individual contributions to class discussions.

Subjectivity in Grading:

It is neither possible nor desirable to eliminate all subjectivity from grading. The individual effort, as well as the capabilities of each student must and will be taken into account in grading papers and exams. Individual improvement will also be taken into consideration in determining the final grade.

Attendance:

Class examination will be based primarily on what happens in the classroom--lectures, discussions, movies, etc. Textbook readings are meant to supplement the classroom experience; by no means do they cover all that is pertinent to the subject. Therefore, reliance on the textbook rather than class will be to the student's detriment. If attendance should become a problem with any individual (2 or more cuts), the instructors will require a meeting with that student, and, if the problem persists, the grade will be lowered accordingly.

Plagiarism:

According to the Random House Dictionary, "plagiarism" is: "the appropriation or imitation of the language, ideas, and thoughts of another author and representation of them as one's original work." Any such appropriation will meet with an automatic failure for that particular piece of work. Cheating will be handled similarly.

Text/Materials:

The following are REQUIRED texts for this course. They are available at the Bookstore. Additional materials may be put on reserve at the McGrath Library or distributed in class.

Perry, Marvin et al. Western Civilization, Vol. II.

Hirschfield, Charles. Classics of Western Thought.

Dickens, Charles. Hard Times.

Office Hours:

Fr. Bernard	MWF	1:30 p.m. - 2:30 p.m.
Dr. Crouse	T/R	11:00 a.m. - 12:00 noon

(or by appointment)

TOPICAL OUTLINE

NOTE: ADDITIONAL READING ASSIGNMENTS, HANDOUTS, & PAGES FROM HIRSCHFIELD WILL BE MADE IN CLASS

I ABSOLUTISM

1. Historic moment - slide presentation of Palace of Versailles

   Preliminary decision of what philosophic thought and historic circumstances resulted in such an awesome display of wealth and privilege and how this translated into political power.

2. Philosphic roots

   -Lecture, discussion of types of social contract, absolutistist ideals, divine right of king
   -Read and discuss excerpts from Thomas Hobbes, Leviathan

3. Historical context

   -The reign of Louis XIV
   -Read: Perry, 349-356, 375-377, 433, 454, Handouts

4. Cultural manifestations

   Video - "Amadeus"
   Guest lecturer - Dr. Charles Carmen, Art History Dept., SUNY at Buffalo, on 17th century French art

   PAPER ASSIGNMENT

II. LIBERALISM

1. Historic moment - Slide presentation of the Crystal Palace Exhibition, London, 1851

   Preliminary discussion of the values exhibited at the exposition and anticipation of where power was held and why.

2. Philosophic roots

   -Lecture - utilitarianism - of both Bentham and Mill, discussion of Social Contract of Locke
   -Guest lecturer, Dr. Peter Galie, Pol. Science Dept., Canisus College, on the classic economists
   -Read and discuss exerpts from John Locke, Of Civil Government; Rousseau, Social Contract; John Stuart Mill

3. Historical Context

19th century England: industrialism and liberalism
Read Perry, 414-417, 404-408, 475-495, 506-511;
excerpts from Engles, The Condition of the Working Class; Handouts.

4. Cultural Manifestation

-Read and discuss Charles Dickens, Hard Times
-Guest lecturer, Jocelyn Hughes, Dean of Liberal Arts and Professor of English, on Dickens

PAPER ASSIGNMENT

----------MID TERM EXAM----------

III COMMUNISM

1. Historic moment

Video tape - "Marxism: The Theory that Split the World"
Preliminary discussion of Marxism as a response to middle class liberalism and its impact on world history

2. Philosophic roots

Lecture - Hegel, Feuerbach and Marx, especially alienation of labor
Guest lecturer on Marxism

3. Historic context

-Lecture on Russian Communist revolution and the Stalanist state
-Read - Perry, pp. 550-555, 609-611, 707-733; Handouts

4. Cultural Manifestation - John Reed, Ten Days that Shock the World

PAPER ASSIGNMENT

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